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The Conservation of Library Materials*

A problem in required reading

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The old problem of the old library was the preservation of its materials, frequently to the point of almost preventing their use. A new problem of the new library, and more specifically the college and university library, is the conservation of materials that should and must be used.

Etymologically considered, there seems to be no essential difference between preservation and conservation, but in our recent popular use the words are fairly distinct in the minds of many, and suggest almost opposite meanings. Preservation carries with it the suggestion of preventing use, or special preparation for future use. Conservation connotes not the lack of use, but rather the careful and economic and rational present use in such form or degree as shall guard the material, as shall not destroy it, as shall retain it for future use. The old library preserved, the modern library must conserve.

In our modern conception of our rights, it has dawned upon us that there are others who have rights, and that we have duties and obligations, and that those others though yet unborn must have their rights guarded and guaranteed to them quite as carefully as we shall expect to guard and guarantee for ourselves.

We have for some time been familiar with the theory of conservation as applied to our forests, our mines, our water power, but it is so recent that we have

begun to think of the needs and rights of future generations that everyone who considers this question with me well knows the chief facts concerning the vigorous, uncompromising, and yet unfinished fight in national and state governments for the protection of the rights of the next and following generations to a participation in the use of what nature has provided in what we choose to call natural resources.

In all these questions many of our people, and most of our consolidated groups called corporations, have been inclined to act upon the theory implied in the question: What has posterity done for us? and have proceeded to the practice that I shall have what I want and use it for the present with no consideration whatever as to what the future shall need or what right it has to have its needs supplied.

Conserve, make permanent, guard the future, protect the interests of those who are not here to protect their own interests: all these have come to be partial definitions of the word conservation.

With the very instinct of the librarian, the preservation of all good things, one would scarcely think that there should ever be any necessity for emphasis upon conservation. However, there is a real problem of conservation arising in many libraries, and especially in our college and university libraries, that is pressing hard upon us, and, so far as I know, no solution has been offered or even publicly considered.

It is not a problem of the first magnitude in library administration, but it is a vital one within its scope. It is the problem that has come with our modern conceptions of college teaching, with our pedagogy, if you please. It is a back-

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ward extension of our modern and rapid extension of graduate teaching and study. The problem is not wholly confined to university libraries, but reaches the large public libraries.

There was a time when the fact that a statement of fact or opinion was in print made it authoritative and no questions of veracity were asked and no serious consideration was taken as between questions of authority growing out of investigations and questions of opinion that were based upon no other consideration than that some one had funds sufficient to pay the printer.

The college student of even twenty-five years ago readily recalls that print was final; beyond it no question was asked. Those were the days of the text-book and lesson getting and formal recitations; practices now out of date, but not wholly bad.

We are now in a new educational world with new conceptions of education and new conceptions of study and class management. Now we have the lecture, the note-book, and the assigned reading. Any college teacher of whatever rank or preparation will presume to lecture upon almost any topic. He may express himself in much poorer form than can be found in almost any book that has been written upon the subject; the student, instead of really thinking what the professor is saying and what he means by what he says, is on the verge of writer's cramp and paralysis trying to take in his notebook in still poorer form what the professor is expressing. Then this student spends his time at home rewriting his notes while he should be either reading or thinking upon the subject under consideration, a duty for which he has had but little time and less preparation.

Then, in order to compensate in some way for the lecture and the scrappy notes he has taken, he must read five hundred more or less pages per month, so rapidly and so disconnectedly that sometimes perhaps he sees the relation between what he is reading and the course he is taking for which he wishes credit.

With the "assigned reading" comes our little problem of conservation of materials and, if I may not be taken too literally, I should say the conservation of source materials. This title would not be far wrong, but I hesitate to use it lest it be interpreted too literally, and should appear to be attempting more than I really had in mind.

With the lecture, the note-book, and the assigned reading grew the idea that each student, even to the freshmen, must make the nearest approach to an original investigator and make first hand researches. The students in a very small high school, twenty miles from a library, informed me that the history work in that school was original research. They did not understand, but they used the language of an elder.

In this effort for the so-called research the faculty has selected the assigned readings in many cases from the nearest approach that the given library possesses to first hand sources. It is not bad that students know of much source materials; it is well to have some mention or even a brief digest of this material for even elementary work, but our problem of conservation comes in the library when a class of from fifty to one hundred and fifty careless students are required to read an expensive and out-of-print book, or certain chapters in it.

Mind you, the wholesale reading of rare and expensive material is done very largely by students who care little or nothing for the facts they obtain, or for the care of the literature. The chief concern of most of them ends with examination day.

Many of our professors are as thoughtless of the future use of the materials and of the welfare of future generations of students and for the integrity of the library materials, as are the great logging companies of the integrity of the forests, or the lumber interests of future generations.

The moment a reading is assigned to a large class some overthoughtful and industrious student, whose penetrating intellect fastens itself upon the vital words and most important sentences of

the text, and whose generous spirit dictates that he should do some thinking for others, begins to underscore all these vital words and sentences.

This penciling is usually done with a soft, blurring pencil that penetrates the soft, rough surface of the book paper and cannot be erased. Sometimes the student who has gone far enough to appreciate and value the real permanency of records will discard so temporary a makeshift as a pencil and use ink both for underscoring and the occasional marginal note which he is willing to contribute lest some future reader or a member of his own class may be too dull to catch the points of vital significance.

The wearing out or the mutilation of an isolated book is serious enough, but it is of slight concern in comparison with a volume of a long run of periodicals, and this is the thing that is most likely to occur. The article in a high class scholarly periodical is usually much better material for assigned readings than are the books that are less condensed, less direct and less up to date in both conception and treatment of the subject.

The high-class periodical literature, therefore, is usually the point of attack by all those who are exploiting the highest grade resources of the library to satisfy a present apparent need, with no thought for the morrow of the library or for future generations of students.

We can go to our shelves of economic journals or to our philosophic journals where an hundred and fifty students have read the latest on trusts and combines, or the seven men who control the wealth of the United States, the taxation of intangible property, the problems of market distribution, or the democratic idea of a god in Hibberts, or in education journals, where like numbers must know what Stanley Hall said about adolescence or what Professor Blank knows about child study.

You may take any of these journals from the shelf and without opening one of them you may find whether it contains an article of assigned reading value, and by the same mark of identification you can locate the article within the book.

The unmistakable mark is a group of soiled, blackened, badly worn, and even dog-eared pages.

It does not at first thought seem very serious that a dozen or twenty pages be destroyed out of a periodical containing fifty thousand pages, and perhaps this impression influences the students' thought, if he thinks, but all who have tried to replace a mutilated volume know the seriousness of it.

Not only do these readers mutilate by pencil or even ink, and by the excessive wear that comes from hundreds reading the same selection, but occasionally there comes a student who becomes so firmly attached to an article in a technical magazine that he finds he cannot separate himself from it, and since he can't stay with the beloved selection, he gently removes the much sought for article from the magazine and takes it with him. Our volume I of the *Pedagogical Seminary* during the last session of our summer school fell into the hands of a high school teacher, and an article of twenty pages was torn from the periodical; and a significant feature of this transaction is that the article was entitled, "Teaching ethics in the high school." The humor of it alone makes the mutilation less difficult to bear. An isolated volume is usually difficult to replace, but this being volume I of the set will be especially difficult, if not even quite impossible, thus leaving one of the most valuable of the technical educational periodicals mutilated and incomplete, seriously reducing both its money value and its educational or library value.

The question is not difficult to comprehend and its seriousness is readily appreciated. The cure or remedy is not so easily determined upon or so readily applied.

The first, and perhaps the chief difficulty, in remedying the defect is that the application does not lie within the realm of the librarian's jurisdiction. The difficulty lies in the modern schemes of instruction, and any remedy that may be applied is likely to be applicable only by the professor, and if a remedy shall come by which the conservation of our

almost source materials may be possible and our sets of valuable periodicals may be kept intact it will probably come through the changes made by the teaching force of the universities, and they, up to this time, have not appreciated the problem, nor even that a problem exists.

We, as librarians, however, more clearly comprehending that the problem exists and that it is or may soon become a serious one, may legitimately busy ourselves in speculating upon the case and finding, if possible, a solution for our conservation problem.

If the solution is possible and a remedy for present errors may be found it is quite possible that our professors may be made to appreciate the situation and their coöperation secured to bring about such changes in practice as will solve the problem I am trying to present.

I think it fair to assume that the professors will not totally change nor very seriously modify their present plans of instruction. The so-called lecture method will not be abandoned, and the demand will persist that students shall have access to the secondary sources in the form, usually, of the latest and most important expert view as set forth in our great periodicals, which are the most precious possession of most of our universities.

Our only hope then, it seems to me, is to devise some plan for the use of the materials that will make available to a large class the real essence of these best secondary sources, and yet prevent the actual handling of these periodicals by untrained and many times uninterested young students who do not to any degree appreciate the sacred value of what to them is little more than paper.

The nature of much of this material is such that it is quite impossible to purchase many copies, as can easily be done in the case of recent books, any one of which might be used as a text.

The periodicals could usually be bought in duplicate when first published, if we could know at that time that they are to be wanted, but generally many months have elapsed, and sometimes years, before we are aware that a certain

period or a given theory cannot be adequately studied unless all the members of a large class may each have unrestricted access to a given article in a bound magazine that can scarcely be duplicated or replaced.

I see at this time but two courses to even suggest that may help the situation. One is wholly in the hands of the professor, the other is to a degree within the control of the librarian if he may have advance warning of the call that is to be made and has available funds.

The first is that instead of each of a large class reading and penciling a valuable article in an expensive periodical, this article be assigned to one student rather than 150, and that he digest it thoroughly for the class, and even furnish the members of the class with a brief of his digest by duplication of the same.

The faculty objection to this scheme would probably be that it leaves one hundred and forty-nine students idle while one digests the material, for at times it seems we are more interested in the fact that the students work than that they secure results through their work. Having been a college teacher, I must think that many students can be employed at such work at one time, each on a separate assignment, and the class as a whole get a much wider range than under present plans, and each receive large benefits from the intensive work of other members of the class.

The second possible plan, and one within the control of the librarian, is the duplication of the entire assigned article, by mimeograph or otherwise, so that many copies may be at the loan desk, that many readers may be accommodated at one time. This plan seems a rational solution, but in the course of a year, it will cost many dollars, and in one sense not increase the resources of the library.

A third mere possibility comes to my mind, but it is not in the control of either professor or librarian, and it is so far outside the limits of probability, if not of possibility, that I hardly need mention it. It is the more generous preparation and publication of source books for dif-

ferent lines of study. These so-called source books would, of course, be digests of the best literature in a particular and restricted line. Unless, however, the courses were fairly uniform in many educational institutions, the market for such source books would not justify publication. Whether the courses and the materials could be sufficiently standardized to keep a source book in the market for a series of years, I do not know.

I know we must do something for the conservation of our best materials at whatever cost. I should like to know how the problem impresses other members of this association and what solutions you have to suggest.

Relation of the Library to the Boy Scout and Camp Fire Girl Movement*

Elizabeth Manchester, librarian, Chauncey Hurlbut branch library, Detroit, Mich.

It is full many a league from the illuminated manuscript and the chained volume of the past to the printed page and open shelf of today, and as we see history in the making, as well as standard and popular fiction flashed upon the screens of the "movies," one peers into the future and wonders if our library buildings with all their elaborate equipment may not be outgrown, and the knowledge conveyed by the printed page of the present transmitted in some more advanced manner.

In the face of progress and changing conditions why should we cling to only one method of distributing knowledge, —the passing of a book over a charging desk?

It seemed that almost unawares the story hour stole upon us and we found ourselves giving the children in the most concrete form and in the most fascinating manner the best that literature had to offer. This was followed by the illustrated lecture of the specialist furnishing the busy adult with a broad knowledge of technical subjects as well as of travel and of history, for-

merly obtained only through individual research and study; and now we are reaching out through clubs of various sorts, to attract and hold our young people, and it is of our work in this connection that I am asked to speak to you today. The Boy Scout and Camp-Fire Girl organizations as developed in connection with branch library work in Detroit.

For some years we have had literary and scientific clubs for boys and girls as a part of our library work, but there is a large percentage of young people whom the library never can hope to reach by books or reading, and it is to this class that the Boy Scout and Camp-Fire idea especially appeals. Through introducing these organizations in connection with our work we may attract their attention and then it is our own fault if we do not make the most of our opportunity.

I have seen a group of Camp-Fire girls who formerly had refused to read anything but the lightest fiction, led through their interest in first aid work to the biographies of Florence Nightingale and Clara Barton and through searching for an Indian legend upon which to found their Camp-Fire, become thoroughly interested in Indian folk-lore. Moreover, boys who never used the library before becoming Scouts, were persuaded to read Cooper and biographies of Audubon and Crockett, through a system of merit marks offered by their Scout Master, for a certain number of books checked on their Library cards.

The impression seems to have gone abroad that our branch librarians have personally conducted these clubs. This is not the case. We have simply confined ourselves to organization, the supplying of our library auditoriums as meeting places, and the purchase and distribution of relative literature. The clubs are under the direct charge of Scout Masters and Guardians supplied from the headquarters of these organizations, or secured by the librarian through interesting someone in the neighborhood capable of being placed

*Read at the Michigan-Wisconsin library meeting, July 29-31, 1914.

in charge. These in turn obtain the services of specialists who give instructions in first aid, astronomy, etc. The Boy Scout troops have adopted the names of the branches with which they are affiliated, and in some cases the librarian has acted as secretary and treasurer, and assisted in raising funds to finance the summer camp. The library also furnishes lectures allied to their various activities and places on exhibition, photographs, posters and bulletins to illustrate to the people in the neighborhood the part their clubs are taking in the general work. Properly conducted a Boy Scout troop soon becomes a vital factor in any community. "Be prepared" and "Do a good turn daily" is their motto, and Scouts are always ready to lend a helping hand individually or collectively. To illustrate: On Memorial day the patriotic societies of our neighborhood called upon our branch library for Scouts to decorate graves in the cemetery. A large delegation responded and worked diligently all day, notwithstanding the fact that there was a circus within a few blocks. On another occasion, we received a call for help from a lady who had recently moved into our district, whose two small boys were for some unknown reason, being persecuted by a band of malicious youngsters. She was at a loss how to handle the situation, when one of the children remarked, "If there were some Boy Scouts around these fellows would be afraid to pick on us." Being impressed with this idea she called and asked our advice. A couple of Scouts were sent to the home to discuss the situation with the mother and it was decided to warn the gang to behave themselves, and if this had no effect to call for reinforcements to handle the situation. It happened, however, that several of the gang lurking in the neighborhood observed the visit of the Scouts and learned from one of the small boys why they had come. Although the Scouts were prepared to enforce order, their mere appearance proved sufficient to check the trouble

and nothing more was heard of the matter.

We all know Tom Sawyers exist today as surely as they did in Mark Twain's time. Imagine if you can the ingenuity of a Tom Sawyer directed to the daily invention of a good turn. While this practice often has its humorous side, its daily repetition is an influence for character building which cannot be over-estimated. We have in our library a "Good-turn box" belonging to the Scouts and made by them, in which each week are deposited accounts of good turns rendered. At the weekly Scout meeting these are read aloud, names being withheld and the troop vote on the number of credits each Scout deserves.

The foundation of the Boy Scout movement is so secure, its development in all countries and under all conditions capable of such constant growth, that I do not think it too much to assert that the idea was an inspiration. It is primarily, applied discipline to the "gang" spirit, and as has been said, "Not the discipline of the barrack yard, but the discipline of the New Testament."

The Boy Scout movement has for its aim the development of the boy, mentally, morally and physically. The clean, wholesome outdoor exercise gives him an outlet for his high spirits, at the same time training him for his coming manhood. When on a "hike" or in a summer camp the Scout learns many things of value that the ordinary boy never has an opportunity to become acquainted with.

Before he becomes a Scout a boy must promise:

"On my honor I will do my best:
To do my duty to God and my country
and to obey the Scout law;
To help other people at all times;
To keep myself physically strong, mentally
awake and morally straight."

Following are the twelve Scout laws which he promises to obey: To be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent.

It appeared that the introduction of

Boy Scout troops in connection with branch libraries in Detroit was undertaken at the psychological moment. Last year we opened six branch libraries and this meant the handling, subduing and winning over, of just as many "gangs" as happened to exist in these six districts. Those branch libraries where scout troops were immediately organized found them of the greatest assistance. They were able to handle difficult situations when the police failed and in some cases the "gangs" were converted into scout troops, thus establishing order in a very short time. We have not, however, thought it advisable to attempt to found a troop in a neighborhood where a similar movement was already under way; wasting time and energy when as much might be accomplished along library lines, by coöperating with troops already established. On the other hand, the library is in a position to reach boys and girls who can not be appealed to through either the church or the school, and the Boy Scout leaders tell me that for this reason the library troops are most successful. They have no particular religious affiliations and they are cosmopolitan.

When our librarian was requested by the Michigan library association to give a report on the Boy Scout and Camp-Fire work at this meeting, the president wrote: "It seems that there are people who do not approve of the Boy Scouts or Camp-Fire girls idea, and therefore, of course, feel that the library should have nothing to do with it." In our work in Detroit we have met with no opposition along this line, but when the Boy Scouts were first organized there were some objections. The Boy Scout *Manual* first printed in England and from which our *Manual* was copied, contains some references which offended the Labor Union leaders of this country. As soon as this was discovered the whole edition of this work was called in and the offending clauses eliminated. In the meantime, word had gone over the country

that Labor Union leaders were not in sympathy with the movement. It has taken time to live this down, notwithstanding the fact, that later all objections were withdrawn, and there is a letter on file at Scout headquarters in New York to this effect. The objections raised by Catholics have also been overcome and they are now hearty in their coöperation.

The criticism advanced by the Socialist party is based on alleged militarism. It is a fact that the Boy Scouts drill and march, but when scouting is understood it is plainly seen that this is only for the purpose of organization and discipline. An editorial in the *Detroit News* on this subject says in part: "Boy Scouts wear a uniform, it is true, but so do ambassadors and bell hops. Probably it is because their activities lead out into the open that their uniform is more like the standard military dress than some others. For some people of queer notions a uniform is in itself an offense to the eye and an alarm to the understanding. The Boy Scout learns to obey orders, keep himself clean, support contention with his fellows without recourse to rowdiness, and have regard for his physical and moral health. This may be military in the sense that military training aims to accomplish the same effects, but they are the effects which fundamentally are required for good citizenship.

The expense involved in founding and maintaining Camp Fire groups is the only point of disapproval I have heard advanced in connection with this movement. It does not seem to me that this is great enough to stand in the way of any wide-awake club of girls. Miss Parker, the national secretary of the association, says on this subject: "We believe absolutely in the principle of self-support. Instead of girls being encouraged to expect something for nothing they are trained to pay with their own effort for what they get. An economic principle which will affect their whole lives is being taught through this Camp-Fire fee. Girls take much more pride in the organization

when they feel that they are carrying their share of responsibility in it. The annual dues amount to 50 cents a girl. There are other expenses, but these can be made as much or as little as the girl desires."

In defining for you the meaning of the Camp-Fire organization I had perhaps best quote from their manual. "The Camp-Fire girls organization is for girls, what the Boy Scout organization is for boys, with a difference—the Camp-Fire girls place the emphasis first on fire, which is their symbol and which stands for the center of the home. Their watchword is "Wohelo," a word made up by combining the first two letters of each of the words, Work, Health and Love. The groups are composed of members for the most part in their teens and the leader is appointed by the National Board. Her title is Guardian of the Fire, and her aim is to improve the girls morally, mentally and physically." We have in our branch a Camp-Fire group which meets once a week in our library club room. But in order to emphasize the central idea of the Camp-Fire the guardian holds the monthly ceremonial meeting in her home.

In the library the girls have been taught first aid, basketry and bead work, a library assistant reading aloud or entertaining by story telling while these activities are in progress.

Detroit, because of its phenomenal and sudden commercial growth has found itself unprepared to cope with the recreation side of its civic activities. The library received the S. O. S. call to save our young people and responded by contributing its branch library auditoriums and the services of its branch librarians in organizing these neighborhood clubs. This experiment has worked out successfully for the good of all, and if our library ship has drifted somewhat out of the prescribed course, in establishing a precedent, it does not follow that we have lost sight of any of our old library ideals or intend to unduly emphasize the social service side of our branch library work.

Can We Use War Stories to Train Children for Peace?

May G. Quigley, children's librarian, Public library, Grand Rapids, Mich.

As I meditate on this topic it does not seem to me that it will ever be possible to use war stories to train children for peace.

The language, illustrations and plot of a well written war story produce a picture in the mind of the child which is not conducive to that end. Then too, there is a point of contact between the characters in the story and the child. He has often fought for "his right" on the playground and is pleased when the same principle is carried out in the story. Thus strengthened in his idea that it is right and good to carry one's way by force, he returns to his next playground battle. This, certainly, does not foster feelings of peace.

Not satisfied that my own ideas are conclusive, I asked the opinion of a number of distinguished men and women—educators, authors and men of affairs. It is gratifying, indeed, to find from the replies that the majority are of the same opinion.

We cannot ignore the war, as children certainly do know about it and are thinking and talking about it. I think we must admit that there are exigencies in which it is a man's duty to go into the army to fight, and if necessary to sacrifice his life for his country, and I believe we would be false in our teaching of children if we taught them any differently from this. I think we can, however, do much to show war as it really is, at least to remove the glamour from military affairs and show it as the stern, hard, commonplace, uncomfortable, disagreeable, painful thing it really is, and at the same time show how, if it is necessary to do so, a man can find scope for the finest qualities of true courage, not merely physical bravery, but fidelity to duty and self-sacrifice in this life, and along with the rest emphasize the fact that every day life at home may offer us opportunity for the full exercise of these same fine qualities.

W. H. BRETT,

Librarian, Cleveland public library.

In reply to the question, "Can we use war stories to train children for peace?" I should answer, yes. Who would cut out the ride of Paul Revere, or Mary McLain?

In hundreds of cases the shortest cut to peace is through war. Appomattox was

the greatest thing for peace that ever happened to this country. Are we to cut out the Revolution, and the War to save the Union, and teach it as all wrong?

But to teach war simply for the sake of war is all wrong. It is only for the sake of some great principle, the existence of a nation, that war is right.

The true soldier is as gentle of heart as a woman. The right kind of a teacher will have no trouble in separating true heroism from mere brute courage.

Yes, war stories can be used to train children for peace.

B. A. DUNN.

Author. Born in Hillsdale, Mich.

Author of "General Nelson's scout;" "On General Thomas' staff;" "Battling for Atlanta;" "From Atlanta to the sea," the last book to complete this series being "The last raid."

I am deeply interested in the subject you have under consideration, and believe that an abiding peace can be wrought out in this great Nation only by the proper training of the young.

I certainly do not believe that a pabulum of war stories given to immature youth would tend toward the development of a spirit of peace and good-will to men.

Rather, I would urge the use of stories showing the courage of everyday life.

I trust that your meeting may be a complete success.

M. G. BRUMBAUGH.

Professor of Pedagogy in the University of Pennsylvania, 1895-1900. Organized the schools of Porto Rico. Supt. of public schools in Philadelphia, 1906, until he became governor of Pennsylvania.

Member of the N. E. A.

The degree of Doctor of Laws was conferred upon him by Franklin & Marshall college in 1902.

I can imagine psychologically a kind of reading of war stories which would train children for peace; but I never have found many stories written in a way that would bring anything but a war spirit and a desire to go into it from the standpoint of the blood-thirsty soldier. Therefore, my answer to your question is this: That undoubtedly war stories can be so written as to train children for peace, but that such stories are so few that the problem becomes impossible for lack of material.

CHAS. E. MCLENEGAN.

President of the Wisconsin State teachers' association, 1905-06. Has taught in the high schools of Milwaukee. Instructor in Kenyon Military academy 1884, and in Racine college, 1885-86.

This is a very vital question that deserves the most careful consideration. I am of the opinion that war stories can be used to train children for peace, providing the teaching is properly done.

The birth and preservation of our nation

cannot be well taught to children without giving them a multiplicity of war stories. The wise teacher will use these stories in such a manner as to give the child an idea of the vast cost in lives and treasures it has taken in order that we may enjoy the peace of today. The wars of America have not been wars of aggression; they have been wars waged for an honorable peace.

The child can learn the cost of war only by studying war; and, having an idea of the cost, will avoid it if possible; he will stand for an honorable peace and should never be taught to stand for peace at any price. He will not want to risk the life and honor of the country he loves in such a terrible thing as a war waged for conquest only. If the war stories are properly taught him, he will love his country too much to be in favor of any war of conquest. Knowing the wars, he knows the cost of the peace he enjoys, and he will desire to preserve and defend that peace.

The war stories, if properly handled, are very potent factors in developing in the youth that highest patriotism that stands for peace, righteousness and liberty—for a peace that is substantial and permanent, and not a Rip Van Winkle peace that invites invasion. It seems to me that our history teaches that in order to maintain a peace worth while in the present stage of civilization, we must be ready to repel an attack of any bold disturber of which the world at present seems to contain a goodly number. I see no conflict at all in using war stories to train children for peace; on the other hand, it seems to me to be quite the right and proper thing to do, and if judiciously handled, these war stories should be made a powerful influence in the education of our children, for that permanent peace which the true patriot most earnestly desires.

N. M. BANTA.

American Audubon society.

In a general way, I suppose if a child were exclusively fed reading of one special trend, he might be bent in the direction intended. Then again he might be repelled the other way.

No one can feel less than horror beyond all voicing over the state of things in Europe. But I often wonder if it is not because we are shocked by a gory, physical suffering, death in stupendous numbers, simultaneously. We all are adapted from the start to other conditions which, logically thought out, should be as horrifying. "War brides," acted by Nazimova, protested against child bearing to replenish the ranks of the army. Are miners, sweatshop hands, all

sorts of wretched beings who work in hopeless doom, bearing children to replenish, more hopeful ranks? Is death swift by comparison any worse?

Well, your point is the furthering of peace, an end for which we are taught to pray, an end devoutly to be wished, as is the millenium.

It would seem to me difficult to frame a story to teach the crime of war in such wise as to compete with stories of its glory. It must be a tame showing of devastated crops and denuded homes. Slow results follow war—often good ones in the end. Against this you set banners and drums, physical courage—always more spectacular—swift, dazzling charges, and victory.

Here is another point: How are you to differentiate to a young mind between the advantage and disadvantage of war? School histories are bound to teach that the Revolution made a great government, a shelter for the oppressed—as it did. I write on the date of Lexington. Suppose those farmers had not risen? Suppose the Civil War had not welded us a unified nation and abolished slavery? Suppose the Crusaders, thinking only of the holy sepulchre, had not, unknowing, checked the advance of Moslemism and established western civilization?

We must teach children that great results have come from horrid war; that bodily pain is not the main consideration, and, doing this, what would be the effect of a sort of story that dwelt on its horrors? I'd like to feel this is the final war. I do not for a moment believe it. The plan of creation is utter disregard of individuals; species and great ends the aim. Cruelly hard? Oh, yes, but true. I do not believe that peace is near, if ever it comes. And we all add to our protest against war that peace with dishonor is not to be considered.

There are not lacking those today who think that our aloofness from Europe, so far from being creditable, is a reproach, because we allowed the Belgium treaty to be broken. I do not agree; but, you see, there are circumstances in which peace cannot be applauded.

To my mind it is difficult to teach a

child the contradictory truths we all must learn, except by some sort of adjustment. A young person must be partisan; it is a part of youth. How then write a story forcefully condemning war, while in daily lessons extolling the liberators, conservors of all lands, heroes which children must honor, warriors nearly every one? Great, kind, tender Lincoln calling for volunteers to save the Union! Which of us would refuse the call, if we could go to fight for such an end, or deny him our sons?

It seems to me a story built up to oppose war would be one of statistical dullness, filled with a detail of depressing horrors, which never are admitted, even distantly, into reading for the young. And besides the children's unanswerable question would be: "How about our Revolution, the Civil War? Were they wrong?" We should have to say, "No, my dear, they were the highest right." So does it not resolve itself down to the fact that a just war, for a great cause, if the cause cannot be triumphant otherwise, is, and always will be, right? The sacrifice of glory necessary? And is it not true that when a race grows supine, selfish, luxurious, war seems to be purgative and tonic? I am not advocating war, you know, I am saying that I believe it will come, and perhaps be wholesome, until the "coming of the king" is fulfilled. But while mankind so fiercely drives its brothers and sisters to the wall, while greed and sad industrial conditions are on the increase, the love of luxury spreading till what were once prosperous people's luxuries are now poverty's necessities, I fear one can't, consistently, write stories with a burden of peace. For we all know the present war in Europe is an economic war.

I do not believe any story written for an end is good for children, or very rarely. It needs a genius and they are not common. So I don't see how anti-war literature could be built up, for the reasons I've given.

MARION AMES TAGGART.

Contributor of verses, stories and articles to magazines. Writer of books for girls.

The Influence on Children of War Pictures*

Mrs Hogue Stinchcomb, editor of The News Junior, Grand Rapids, Mich.

The business of war as illustrated to-day is new to us. There is no data to be secured as to the influence this phase of war has on youthful minds. We have been thinking and preaching peace and education as synonymous for so short a time that our data is incomplete. Each investigator has a new road without any sign posts from those who have travelled the paths ahead. As editor of *The News Junior*—a paper devoted entirely to children and made up largely of the writings of children—and as a mother who has lived closely with her own children and their friends, I have had an unusual opportunity to watch the development and impressibility of young minds, but this topic furnishes a new and untravelled road.

As an investigator I hung around the places where the newsboys congregate. They look their papers over very keenly and are full of interest. Their comments were interesting but not very enlightening. The pleasing picture of a number of dead soldiers strung on barbed wire fencing which was used on many first pages excited horror and disgust. "Gee! I wouldn't want to be one of them fellers," was the usual comment. Dead men scattered over fields, broken and ruined by shot and shell, met a similar comment. Pictures of soldiers going to the front spick and span in fresh uniforms, on the other hand, did not seem to rouse great enthusiasm. In some instances they ex-

pressed a wish to go also, but patriotism that led to being killed for love of country did not seem to run very high. In the main I found by questioning that the average child received from the picture almost exactly what he brought. As his home or school teachings had been he was for or against war. Girls never wanted to be men and fight as far as my investigation went; but there were a number of young adventurers who would have enjoyed the delights of being red-cross nurses. They saw the glamour more than the reality in this, however, for we have had few pictures showing the terrible experiences some of our nurses have undergone. Pictures have a way of looking fresh and dressed up.

Another point I gained from moving pictures and that is, that music rouses more of the martial spirit than pictures. When marching troops moved silently on the screen there was interest, but no enthusiasm, but when the drums beat and fifes shrilled there was no suppressing the war spirit. I found, however, for my own consolation in the matter, that Colonel Goethals—the hero of peace—and President Wilson—our peace president—were more enthusiastically cheered than any of the war leaders. Perhaps that is one thing we owe to our present system of education.

In our contests in our *News Junior* we distribute as prizes reproductions of great paintings—portraits of great men and women, etc.—chosen by the winners themselves. In the two years of the paper's existence we have awarded as prizes over two hundred pictures and in all that time not one child has chosen a war or battle picture, nor has one chosen the picture of a great general. A few portraits of writers—especially the popular poets—two pictures of the boyhood of Lincoln and one of Washington have been among those that have been selected. This is to me a most interesting fact and one that offers us much to go on in our belief that education at home and at school will do more to make for a great peace movement than anything else, and that home influence will counteract any war influences of pictures.

*Mrs. Stinchcomb, as editor of *The News Junior*, has a very wide experience with the tastes of children. She gets from five to seven or eight hundred little stories or essays from children every week, from which she selects the best for printing in *The News Junior*. The children regard getting their stories printed as quite an honor and having honorable mention is of particular value. The prizes consist of pictures which they select for hanging in their school rooms, and the selection of the pictures seems to me a very interesting phase of the work.—S. H. R.

Planning and Equipping a High School Library*

Janet H. Nunn, librarian, Lewis and Clark high school, Spokane, Washington

Since the library of the modern high school has come to be the working laboratory for each of the various departments in the school, a laboratory as necessary as any in science, its planning and equipment require the same careful consideration. This fact must be kept in view, that the library is a vital question in the plan and not an after-thought; that its future needs and possibilities must be recognized. In this connection a generous allowance is wise as the development of the library in the present progressive age is to a great extent the stamp of approval, or disapproval, upon the status of the school.

The high school library should be located as centrally as possible with due reference to convenience of use for all departments, with reference also to sun exposure and outside distractions. The second floor of the ordinary high school building, as much removed as possible from the noise of the manual training department, gymnasium, music rooms, and street traffic is probably the best.

With regard to exposure there must be abundance of light and sunshine. A southern exposure is desirable. An eastern exposure is better than a western if the southern is out of the question. The aim is to have the library cheerful, restful, the very atmosphere of which superinduces the necessary quiet for concentrated work. Windows which extend almost to the ceiling give a high light which is very desirable. The space under the windows not occupied by radiators should be used for book shelves.

The size and shape of the library will depend upon the style of the building and the size of the school. A long narrow room is not the most desirable but frequently the only possibility.

*Read before the Library department of the N. E. A. at the annual meeting, Oakland, Tuesday, August 24th, 1915.

The width of the room should be at least one-third of the length but this third should not be less than 27 feet in order that allowance may be made for two rows of tables placed at right angles to the windows. In planning, minimize waste space but also avoid crowding.

A school with an enrollment of 1000 to 1400 students should have a reading room to seat 80 to 100 persons. This means 15 tables seating six each. Long tables should be avoided. Tables should be 5 feet long, 3 feet wide, and 30 inches high. "Tables should be plain and substantial, without ornamentation. Avoid low side pieces, foot rails, and drawers which are sure to be used as waste baskets. Aisles between tables should be from 3 to 5 feet." (See Stearns, L. E. Essentials in Library administration. 1912. p. 83). Unless tables stand firmly on the floor without castors or metal shoes there will be much annoyance in the supervision. A stationary table in a school library is not desirable as the library must frequently be used for social purposes.

In choosing chairs the comfort of the patrons, durability and general appearance may well be regarded. A very light weight chair with wicker seat while cheap is easily upset and broken. The initial expense of a solid oak chair with broad seat and back properly constructed may be greater but will prove a good investment. On legs of chairs use domes of silence where cork carpet is used, or felt where floor covering is cement or composition.

A school of the size named will probably never require a working collection of more than 7500 or 8000 volumes as the Public library will always be at hand to supply additional material for occasional use. Allowing 8 books to the running foot about 940 feet of shelving will be required for 7500 volumes as books must not be crowded too much.

Wall spaces should be shelved first. Until these are filled floor cases will be unnecessary. Shelves should be not less

than seven-eighths of an inch thick, if of wood, 8 inches wide, and 3 feet long. If too long they will sag. Allowing for spaces of 10 inches between the shelves, $5\frac{1}{4}$ inches for the shelving and $4\frac{1}{4}$ inches for the base a 7 shelf case will be 6 feet 10 inches high. The space between two uprights is a case. Uprights should be of from one and a half to two-inch lumber. All shelves should be adjustable. The screw lock or metal pins for shelf support are best. "Drill a row of holes one and a half inches from each edge of upright, an inch apart, into which the pins will fit. On the under sides of the shelves cut slots to fit the projecting ends of the pins, so that when the shelves rest upon them the under surface will be perfectly smooth." (See Stearns Library administration. 1912. p. 81). Care must be exercised to have the shelving finished flush so that there may be no waste space used for unnecessary moldings either in front of the shelves or under them.

Provision should be made for caring for large reference books as dictionaries, encyclopaedias, etc., and a certain amount of shelving 10 inches deep with a few shelves 12 inches deep should be provided for these. Very heavy books should lie flat upon the shelves and roller shelves should be provided for these. These have two long rollers or four short ones inserted in open spaces in the shelf. These rollers project above the shelf and the books rest upon them. In some high schools a slanting shelf high enough for convenience, with a molding on the edge, has proven a satisfactory arrangement for heavy dictionaries.

Where there is not sufficient wall space for needed shelving, floor cases should be provided. These floor cases should be double-faced with the same dimensions as to height, length of shelves, width, etc., as given for wall shelving. Cases should not be more than four sections in length, with aisles at both ends. Ample space should be allowed between cases, certainly not less than 3 feet. Avoid alcoves and

so arrange floor cases or stacks that there will be complete supervision of the entire room from the librarian's desk.

Wooden shelving is softer and warmer looking than metal and in a fireproof building should be satisfactory. Oak should be used if possible. Pine and fir are cheaper in many localities and finances must decide which wood is to be used. Fir finishes beautifully but splinters easily and soon looks dingy in places.

Maple or oak floor is beautiful but not suitable. Cork carpet seems generally to prove more satisfactory than battleship linoleum. It is more durable and if properly sized and laid, does not show every mark. Mr Legler, librarian of the Chicago public library published directions for this some time ago as follows:

Refit carpet after two days or two weeks and then oil before using with equal parts of linseed oil and turpentine. This will prevent an ill-fitting carpet and foot prints will not show. The carpet should be oiled once a year. If the carpet has been used, scrub with sapolio, dry and oil. For the worn places a mop should be used to rub the oil in thoroughly—a brush may be used for the other parts.

The color of the woodwork, walls, floor and furniture will be largely a matter of taste but a little forethought in regard to the effect of light exposure will do much toward making the room restful as well as beautiful. If the room be sunny a brown finish with a hint of dark green in it, dark green or brown floor cover and medium ecru walls will give a pleasing effect. If the room have a northern exposure the light natural wood will add to the cheerfulness.

For artificial lighting the semi-direct lighting is the best. But whether direct or indirect, there should be abundance of light to prevent eye-strain. Always avoid table lights as in a school library tables must be movable. The reflection from table lights is considered injurious to the eye, and these lights

are not now being used as much as heretofore.

A well equipped delivery desk is a necessity,—one with a flat top and long enough to be of practical service as it must be used for many purposes besides a charging desk. If built by a local firm care must be exercised in demanding drawers properly divided into compartments.

A catalog case should be provided which will allow for the growth of the library. Since the high school library is essentially a reference library a larger number of subject cards, both general and analytical, will be necessary. Unless there be a very large number of text-books and duplicates 5 cards per book will not be too large an estimate for cards. Cards for shelf list will be additional. Catalog case may be purchased in units if desired but this is not recommended. "The patent card catalog cabinet, although expensive, is the best economy in the end. The trays must be made to fit the cards exactly and to be interchangeable in the cabinet. A local carpenter will not be able to do this work satisfactorily, or, if he is, it will cost more in the end. A cabinet with single trays holding 1000 cards of the weight used by the average library is preferable to a cabinet with large drawers, two trays to a drawer. The cabinets may stand on a base specially provided and containing shelves or cupboards for storing pictures, supplies, etc."

A vertical file of at least four drawers should be provided for filing clippings, pictures, etc. There should be a charging tray if not provided in the charging desk. Provision should be made for a case of some kind for displaying the current numbers of periodicals and in addition one for storing back numbers. If newspapers are regularly subscribed for there must be simple files for these. Pamphlet cases for protecting pamphlets from dust, book supports, shelf markers, and bulletin boards complete the equipment of the reading room.

A simple bulletin board in a convenient and conspicuous place is a necessity for displays and announcements,—legitimate work for the library. In some school libraries bulletin boards abound, each department in the school having one for suggestive reading lists, pictures, etc., in connection with its required work. A large bulletin board placed near the front entrance in the lower hall where general library news may be posted will prove an excellent advertiser for the library.

Newspapers may be cared for by using the Ideal newspaper file or something similar and placing simple racks for them under the windows.

A cutting machine will expedite the work of the library. For trimming margins of pictures, cutting cardboard mounts, etc., it is superior to scissors. The "Popular cutter" having a 15-inch blade, made by the Milton Bradley Company, Springfield, Mass., is very satisfactory for general use. The same company makes larger and smaller cutters.

In the plans of a high school library arrangement should always be made for ample space for a librarian's office or work room. A library class room, adjoining the library reading room and open to the teachers and their classes for a "Library hour" with books and illustrative material is also recommended. This is also used for lantern lectures with radiopticon, and for the librarian's lessons to classes on the use of reference books and library aids. Such a room may be made of the greatest service to all departments, history, English, Latin, German and French, and the sciences.

The librarian's office is essential for efficiency. A good arrangement for the room would be at the end of the reading room. An office 10 feet by 15 feet would be sufficient. Equip office with table or desk, shelves, typewriter and typewriter desk or table and necessary chairs. Remember that whatever lightens the librarian's work makes for better results. In this work room pro-

visions should be made for running water as it is needed in connection with the pasting and for watering the plants. A small lavatory is provided in some of the high school libraries, as in Barringer high school, Newark, N. J. Some school libraries provide a small filing room for periodicals. A room 10 feet by 25 feet will serve. Furnish shelves for this room. The cases for these shelves may be higher as they are to serve for storing material. The shelves must be wider, 12 inches being a good width for the average magazine. Below the shelves cupboards with wider shelves may be provided for the larger magazines. If the room be 10 feet wide a table may be provided to be used by students and librarian in consulting periodicals.

In the discussion all reference to decorations of any kind has been omitted. In the completed library these have their share and will come in time. Pictures or statuary, whatever may be added, should have distinctive value. There is so much tinsel on the market that the uninitiated are often swamped beyond recovery.

The equipment for the organization of the library will consist of accession book, catalog cards, guide cards, book pockets, library stamp, dating stamp, dating slip and dater with pad. The book pockets may have the rules printed on them.

Plain white book cards may be cut at printing offices from cardboard for 50c per M, and dating slips at small cost in the library from white paper and stamped "Date due." The following firms carry library supplies. Library Bureau; Gaylord Bros., Syracuse; Democrat Printing Co., Madison, Wis. Prices differ.

The plan discussed is for the city high school. For the smaller school of a few hundred pupils the same kind of equipment, only on a smaller scale will be needed. The absolutely necessary furniture may be purchased at first and the rest added as fast as possible. A few neat tables and chairs,

wall cases for books, librarian's desk, catalog case and bulletin boards are enough to start with. The chairs and catalog case would better be purchased but the rest can be made in the manual training shops if it is necessary to reduce expense. This gives the boys an added interest in the library. This however is not recommended if by any possible means the library can afford the furniture made by experts in the manufacture of library furniture. Though more expensive at the beginning it is far more satisfactory, as a rule.

In this paper we have had in mind the needs of a school library open only to students and faculty. Where the library is open to the general public as in the case of the school library which is a branch of the public library, or where it is a combination of public library and school library in the school building, the public library having its headquarters there as in Nashwauk and Keewatin, Minnesota, the library room should be on the first floor near the main entrance. Superintendent Gilruth of Nashwauk, Minn., has worked out an admirable scheme for the combination of public library and school library in the school building in a small town. One commendable feature in his building plans is the provision made for growth. (See his leaflet published by Minnesota state education department, St. Paul, Minn.)

In the planning of any high school library reading room the aim should be to have it as little like a schoolroom as possible, a place for restful, refreshing work. A room may be attractive, even beautiful, with little more outlay if the situation be studied carefully.

Note: For excellent plan of high school library room and equipment see Dana, John Cotton & McKnight, Elizabeth H. The High School Branch.

Modern library economy series, 50c. H. W. Wilson Co., White Plains, N. Y.

Lantern slides showing photographic views and plans of modern high school library rooms may be borrowed from Mr C. D. Wolcott, librarian, Bureau of Education, Washington, D. C.

Pronounce It Correctly

Editor of PUBLIC LIBRARIES.

As you attend more library meetings, perhaps, than anyone else, will you not suggest from time to time the proper pronunciation of the words *li brā'ry* and *li brā'rian* to those assembled? At the recent meeting of the New York state association, I heard four different wrong pronunciations, *lib rā'rians*, *la brā'rians*, *li ba'rians* and *lū bra rians*—I heard also from one of the "Miss" pronouncers, *liburruy*. It does seem as if one who essays to be of the craft, would have learned among the very first things how to pronounce correctly the name of his workshop and the title he assumes. Please tell them this for me—I can't.

VISITOR.

[Visitor's letter is a real plaint but he may rejoice that he missed at least two other mispronunciations that are common and which he does not mention—*li-brerry* and *liburruy*. At recent meetings of the A. L. A. council one heard "*liburrians*" almost to the point of protest. Having given this space, the Editor asked to be excused from assuming the task proposed, promising instead to use the correct pronunciations!]

Exaggerated Reports

Birmingham, Ala., Sept. 25, 1915.

Editor, PUBLIC LIBRARIES:

The receipt of a letter of sympathy from a librarian, occasioned by his reading an article in the *Survey* of September 11, which says that the library appropriation was entirely eliminated, leads me to ask that you make a brief explanation in PUBLIC LIBRARIES.

The fact is that the library appropriation was reduced one-third, as were also the appropriations of the public schools and most other city institutions and departments. A few of the minor departments were eliminated temporarily. This reduction is a serious blow to our immediate plans, but we have the satisfaction of knowing that we got a square deal. Further-

more, the president of the commission has said publicly that "As long as this commission is in office the public libraries will be furnished every facility and every dollar that can reasonably be appropriated."

It may be worth while, in passing, to say also that almost every statement made in the *Survey* article referred to was greatly exaggerated. The truth is that the income of the city for general purposes is absurdly low and cannot be increased materially until the constitution of the state is amended. In the meantime, the city commissioners are doing remarkably well with the little they have—and the library is getting its share.

Yours very truly,

CARL H. MILAN,
Director.

References in Fiction

Editor of PUBLIC LIBRARIES:

Has anyone prepared cards giving references to descriptive articles that may be found in various works of fiction? For instance, if a pupil in school is looking up material on Rome or Italy, there are few more beautiful descriptions than may be found in Hawthorne's *The marble faun*.

MRS ELIZABETH HAWKS.
Cambridge, Ill.

An Overlooked Opportunity

St. Paul, July 7, 1915.

Dear PUBLIC LIBRARIES:

There was once a librarian who attended the session of the National conference of charities and correction, held at Baltimore. As she was interested in several different phases of social work owing to the character of her own occupation, she went from one section to another of the big meeting listening to the experts talk about present conditions with advice as to the future.

There were many big guns there and it was a great experience to listen to them but when, after several days of this she realized that not once had she heard

books or libraries mentioned as means of social betterment her feelings were hurt. She felt *sore*, "not to put too fine a point upon it" as Sam Weller would say. She felt much as a woman from the slums felt (according to a story told by one of the settlement workers) who was observed to be looking extremely sad and hopeless. "What is the matter with that woman?" inquired the social person. "Oh," was the reply, "she is married and her husband lives with another woman. *And it annoys her!*"

It annoyed the librarian to find that the social workers ignored books and libraries in all their plans.

She went back to her work revolving in her mind the question "Is a librarian a social worker?" And if she is, how does it happen that the others do not know what she is doing?"

Of course the answer to the first part of the question is affirmative, but to explain the ignorance of library activities which is indicated in the latter part of the inquiry is too complicated for one person to cope with.

What is the opinion of PUBLIC LIBRARIES? Can we not manage amongst us to get on the map before the next meeting of the National conference which is to take place at Indianapolis some time during the spring of 1916? The library commission of Indiana is already thinking about this matter and the committee of the A. L. A. for libraries in hospitals and charitable and correctional institutions is most anxious to receive suggestions from any librarians interested in this phase of our work.

Men like Prof Graham Taylor, Dr Cabot, Prof Tufts, Dr Crothers, and others of similar caliber who spoke at Baltimore would surely not have ignored the library as a means of social betterment if they had understood the close, intimate connection which exists between the libraries and the rural districts and more remote regions by means of the traveling libraries, and with the "new Americans" in the great cities by means of story-telling and the many, many other methods in use to draw the people

closer to the book. What can be done to enlighten the social workers?

Yours sincerely,

MIRIAM E. CAREY.

[Miss Carey because of the splendid efficient work she has done in delinquent and defective institutions in both Iowa and Minnesota, is warranted in hinting as she does that those engaged in remedial work in such institutions are losing a most effective agency for helpfulness in their work by ignoring the power of the printed page on those under their care. Shall not the librarians take the initiative in bringing their agencies of helpfulness into the work of correction? Evils are not killed, they die. EDITOR.]

What Then?

In the report of the secretary of an eastern Library Board one finds a bit of food for thought:

In reading the report for the year 1914 one is impressed by the increasing number of methods by which the usefulness of the Library is being enlarged.

It is apparent that if development in these directions is carried too far the enlargement of the library, by the purchase of books will have to be limited.

Shall we pile up fuel in the bin even though there is no place where it may be burned?

Not Guilty

A recent issue of the *New York Sun* stated that novels are excluded from the shelves of many Western public libraries. The statement is made apropos of the proposed cut in the New York public library appropriation and the suggestion that they should exclude novels from their shelves. An extensive inquiry in regard to this fails to find a single instance of such a thing in a number of the large towns that might be classed as Western cities.

To Be Free

To be free is not to refuse to recognize something higher than ourselves, but to honor that which is above us; for while we honor it we lift ourselves toward it.—Goethe.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$2 a year
Five copies to one library	- - - - -	\$8 a year
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Foreign subscriptions	- - - - -	\$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

Exhibit material—Attention is called here to the letter on page 426 concerning the material forming the A. L. A. exhibit at San Francisco and those who are interested are urged to take notice of the request for information to express their views concerning the matters proposed, or, "ever afterwards to hold their peace."

The idea of a permanent collection at A. L. A. headquarters is a good one. If there is constructive history being formed by the A. L. A. there should be somewhere collected material illustrative of it. One phase at least of such a collection is at hand in the material at San Francisco and the officers of the association can be trusted to see that the proper use is made of it. Write to the secretary, or straight to those at the exhibit as requested in the notice, and express opinion as to what is to be done with anything on which the library has a claim.

Poor storage space—The questionable turn taken in a number of late instances of having book stacks in basements and

sub-basements, raises the question as to whether there is not a yielding here to false architectural ideas as well as to ideas of false economy, this latter, especially, where land is not expensive, to the exclusion of the more reasonable plan of having the books stored as far as possible above ground.

There are a number of libraries that are suffering from arrangements of this kind. One feels, therefore, like protesting when the plans for the new Philadelphia public library to which great expectation has been looking forward as a product of such excellence as might come from the mistakes and successes of other large library buildings, and finds that the stack room begins in a sub-basement, extends through the basement and ends on the first floor. This was the plan adopted for the Harper Memorial library, of the University of Chicago, and the most strenuous efforts and close study by the authorities have not been able to make the stack rooms damp proof. Not only are the rooms most uncomfortable for the attendants but it is reported that the books themselves are suffering greatly from the dampness of these basement rooms. Hot dry air is the worst thing possible for books but cold damp air is next to it in deleterious effect. It is to be hoped that Philadelphia public library will not suffer in these things, though how it will escape with sub-basement rooms is not plain to be seen.

Surely economy of space is not to be chosen before comfort and health of attendants and the preservation of books.

Program material—Invitation to occupy a place on the program of an organization for which there are membership dues, means that those in charge of affairs have considered the necessities and desires of the members in pre-

paring the program, and that the persons invited have been asked to participate because it is believed they have a definite message which will be for the enlightenment of the members.

It is probable, of course, that at times the judgment which prompted the invitation to certain individuals may be a mistaken one, and the message delivered, so far from being helpful or entertaining, may be the reverse. But so far as the invited speaker is concerned, acceptance of the invitation to appear on the program carries with it an obligation to be fulfilled, "all in all, or not at all." A part of that obligation is definite preparation, not only in the matter of delivery on the occasion, but a written preparation that will make it possible for the material to appear in the proceedings of the organization and in such other places as the members of the organization have a right to expect it, or in other words, in the journals of the craft. Most learned societies require ms. to be in the hands of the secretary before an address is delivered.

To speak offhand, either for lack of time for preparation, or because the speaker may desire to use his material at another time, seems indefensible. This is particularly true if the meeting is held in a part of the country where it is possible for only a limited number of the members to be present. Those who are obliged to stay at home find comfort in the thought that they can read an account of the meeting in the *Proceedings* of the organization, or in the journals, and certainly a national meeting ought to be of sufficient importance to give its message at all times to a wider audience than is likely to be present at an annual meeting.

PUBLIC LIBRARIES has little to complain of in the matter of receiving cour-

teous attention along these lines, but even that little points to a lack that would be most deplorable if it grew to a larger extent. It is the principle involved and not the personal equation.

The meetings of associations, particularly along professional lines, are intended for an exchange of sound ideas, the clearing up of unsettled questions and a development of an *esprit de corps*. Anything that falls short of these things, or blocks their attainment, is as smoke to the eyes to the great body of members who are earnestly seeking to leave the development of the library field year by year in a more advanced state than any present time sees it.

State library service—The past legislative season has seen some rather unusual action taken in relation to library service under state management.

One of the movements of interest because of its unique character is the passing of the Public library commission of North Dakota and the transference of the support of the library work of that state to the Board of regents of the university. Another unnecessary movement was that taken in New York state. There can be no question that an evil tendency exists in the multiplication of similar offices, particularly those that have to do with educational work and one may question the value of such a movement as that made in Indiana a few years ago and last winter in New York state when the legislative library work was separated from the general state library and made into a separate department, especially when a suspicion of personal aggrandizement may be fairly leveled at those most concerned with the situation. Principles of economy and efficiency seem to dictate that one strong library unit under efficient direction divided into departments subject to one source of

authority is by all means the most desirable form of organization for the library interests of the state as a unit.

Consolidation, combination and co-operation are the watchwords of large business interests and may be followed as well in caring for the business interests of a state or municipality, but the interests to be combined ought to be similar and have certain relations in common, in order that the consolidation may really count for efficiency and economy. This for many years was the underlying principle of the New York state library with its various departments and it is a source of regret that there has crept into the management of that institution effects from causes at variance with those principles of its management which, for years, placed the New York state library in the very fore front of library institutions of the world. A legislative bureau, such as was created in Illinois some four years ago, where the avowed purpose of the institution is bill drafting with an eye to what has been done before in other places along similar lines, with simply catalog references to material in the state library or elsewhere bearing on the subject of legislation, is an entirely different and legitimate form of activity, but to separate material dealing with legislative subjects from the state library is to weaken the one institution by only offering a limited field of research in the other unless there is such extravagant duplication of material as the simplest notions of business economy would condemn.

A state library department under a single head and divided into sections caring for various phases of library service, has proved the best arrangement judging by results and conditions.

The whole matter of library service for the state is in a chaotic condition and

may well be given serious attention by unselfish investigators with a view to creating a plan based on legitimate reasons free from personal bias or political bondage in its makeup. So far as the records show the library commission of North Dakota was free from any partisanship or politics. Long tenure of office had permitted not only the commissioners but those doing the work to become fairly familiar with the details that added greatly to its efficiency. Its new relations will be watched with interest, though without much expectation that the change will prove a wise one.

National Education

An interesting phase of endeavor in the Bureau of education at Washington is the plan of the home education division for a course of study to be undertaken by anyone under the guidance and help of the department. Ten courses have been outlined and are now open for enrollment to all that apply, free of charge. Educators of note from a number of the leading universities have been engaged to assist in the conduct of the work. In following this course, questions of any kind relating to the subject will be answered by the Bureau and every personal help possible will be offered. These courses are:

The great literary bibles (now ready); Masterpieces of the world's literature (now ready); A ready course for parents (now ready); Miscellaneous reading for boys; Miscellaneous reading for girls; Twenty-five books of great fiction; Some of the world's heroes; American literature; Biography; History.

No reading done previous to the day of enrollment will be considered adequate. Readers may take one or more courses. Commissioner Claxton has asked school officers generally to co-operate with the Bureau in conducting the courses. Of course the public libraries will be the greatest source of available material for those who take the work. State traveling librarians and the various university extension courses will undoubtedly help also.

Some Impressions*

Three weeks at the A. L. A. exhibit,
San Francisco

The American library association Panama-Pacific exhibit was abundantly worth while. Those who even casually visited it felt it; one could not be there for three weeks and meet the people, from all parts of this country of ours, and from all walks of life, without even more thoroughly feeling that it was "worth all it cost to get there," to paraphrase our anonymous conference song. We had been assigned 2,000 square feet in a good location in the Education building and, considering the various unavoidable handicaps, as good use as possible had been made of the space. There were alcoves devoted to architecture, library technique, publicity schemes, college and special libraries, county and state libraries, public libraries, and a corner fixed up as a model children's room with pictures showing actual work and a small but choice collection of juvenile books. Since the first of May the exhibit has been in charge of Joseph L. Wheeler, except for the three weeks following the Berkeley conference, when the writer was on duty. Most of the time, there is a volunteer assistant from some of the nearby libraries, the schedule being in charge of Mr Greene of the Oakland library, to whom the exhibit is indebted for many things. This little sketch is not an attempt to describe the exhibit or give a history of it, but merely to record, at the request of the editor of this journal, a few of the impressions of three pleasant weeks spent there.

Morning attendance was usually light and gave us a chance to freshen up the place, restore order to books, papers and magazines, renew the jars of flowers, and perhaps look in on some of the other exhibitors and exchange gossip of the building. The exhibitors arranged a number of evening frolics—an informal dance in a proffered state building, or a barbecue by the shore, or a trip down the Zone—and these helped us to get acquainted with each other and find what each other was doing.

*Illustrated by frontispieces.

Afternoons were generally busy; attendance especially large when the grey fog rolled in from the Pacific and chilled one to the marrow and made out of door disagreeable; but on warm, sunny days many preferred the band concerts in the Court of Abundance or of The Four Seasons; and when the big siren gave notice that "Art Smith" was about to loop the loop, everybody flocked out to the north gardens and left the buildings as empty as a philology alcove. Saturdays and Sundays were the busiest days. Some of the exhibits were closed on Sundays, but we found it worth while to keep the library exhibit open, for many of the Bay people could only get to the exposition Sundays and evenings. Many, of course, only dropped in to read the papers and magazines, particularly the latter, for after you had walked the length of the Zone and all the way down the Avenue of States and over from the Y. W. C. A. cafeteria you weren't able to hold anything more expansive than the *Saturday Evening Post*. Many children came in to read in the model children's room, which had been fixed up in one corner, and this actual use made it look to the passer-by quite like the real thing.

One morning we found our copy of "Robinson Crusoe on the desk with this note lying on it:

I the guard who comes on duty in this Bldg at 12 midnight and stays till 8 morning am reading this book. I will be very careful of it, I wish you would Please leave it here where I can get it. Thanks.

GUARD.

We felt sometimes like the reference department of a library in the diversity of questions thrown at us, which ran the gamut from the scone hunters inquiring the way to the Food Products building (the Nibble Arts building, so called from its proximity to the Liberal Arts building and obvious other reasons) all the way through realms of knowledge known to Dewey, to the case of the freckle-faced little girl who said her mamma sent her to play with another little girl until 12 o'clock—and she'd forgotten where the little girl was and what her name was. But with the help of

the obliging ladies in Superintendent Pope's office even this mystery was cleared and the youthful traveler steered safely to harbor.

We were, of course, expected to be prepared to change a nickel whenever anyone wanted a penny for the nut slot machine or for a drink of water, and we were supposed to know whether there was a woman anywhere in the building named Mary Smith.

Teachers and parents saw the children's corner and the juvenile books in fine editions on the table in another corner, and dropped in to ask for lists for this and that grade or age. The demand became so heavy that we saw our supply would soon be exhausted and so we sent out an S. O. S. call to some of the librarians to come to the rescue with more lists on all sorts of subjects; a call which was magnificently responded to and thoroughly appreciated.

Many dropped in to look up a word in either Webster's or the Standard, and asked us what dictionary we thought was the best, and we tried to answer in the light of George Winthrop Lee's investigations. A teacher in a commercial high school wanted lists of books about stenography, typewriting, and bookkeeping. "I have a boy of twelve who likes to make things. What books will show him how?" "Have you any lists of books in Spanish?" (Three requests—and we were not able to do as much as if some other language had been named. Don't we need more good Spanish lists?) One man had his curiosity awakened by the package libraries of clippings and pamphlets as illustrated by the samples from the Chicago public library and the library of the American Bankers' Association. Several were concerned in discovering the *best* way to file pamphlets (which we would like to know, too); a member of the Oregon state geological survey inquired the latest approved way of filing maps. Of course, there were numerous inquiries about the California County free library system and how books could be secured through it. One day a Buddhist bishop, a genial, venerable gentleman, dropped in to have a

quiet little chat, and by his kindly words and saintly face added another link to the argument that certainly there is good in all things.

There was more material sent in than could be used in the space allotted. Some was inferior and offered no temptation in the presence of much that was better; the good had to take turns—on the walls a while and then down to make way for something else. Most of the material was in the form of photographs of actual library work in different aspects, charts, reading lists, publicity dodgers and placards, architect's plans, library forms, and the like. These things were mounted neatly either on uniform size mounting board, or in wing frames which were sent to the Leipzig exhibit last year. After the Fair closes the question comes of the disposition of this material. It seems as if it would be useful for exhibit at state library meetings, state teachers' conferences, and other educational assemblages, and if deposited at A. L. A. headquarters it will be available for this sort of service.

At the suggestion of Mr W. H. Kerr and Mr Wheeler, we wrote letters to some fifty of the foreign commissioners at the Fair, telling them briefly about our library exhibit and inviting them to come and see it. Several commissioners, Mr Wheeler writes, have called and a number have studied the display considerably in detail. The Chinese commissioner in particular, with two or three other Chinese gentlemen, spent three or four solid days studying the exhibit in true Oriental thoroughness, and have requested the loan of all the charts and photographs to take back to China for a while, translate the descriptions and send the exhibit around to different cities of the new republic. This appreciative use of the material just by itself has made the exhibit worth while. Commissioners from India, Argentina, Sweden and other countries also studied our library methods and received help in various ways from our representative.

The A. L. A. exhibit received the medal of honor, next in rank to the grand prize, in the group containing

exhibits of library and museum work, and the "movies" on library work of the California library association were awarded a gold medal. These pictures were shown in a near-by part of the Education building and we posted notices of the hours when they were put on. The films were good and well worthy of display, but there are so many "movies" all over the grounds that none can expect to play to full houses. One morning I looked in and found that the librarians upon the screen were going through their antics to an absolutely empty room. Generally there would be perhaps 15 to 25 present—rarely more. Too much competition.

Good words have been said of the exhibit by many outside our own bibliothecal ranks and those who had a hand in its preparation are glad that it has met with the present measure of success. But the exposition, as a whole, has taught us many things and when we get up the next exhibit, granted money, time and other requisites, we shall try to do some things that we were obliged to pass over this time. The auto whose wheels turned round; the working model of the mill where they canned Blank's best coffee; the tiny lights that flashed out educational institutions all over the state of New York; the assembling of the Ford-six every hour—these all attracted and held attention as mere pictures and charts do not and never will again. When we have our next exhibit, let us have working models; let us employ for our own advantage and delectation some of the science and technology that we librarians are daily handing out to others.

GEORGE B. UTLEY.

Apropos of the proposition to establish a smoking room for men in the Seattle public library, the Waitress' union—the largest organization of women in the West—favor the proposal only on condition that the city library board shall recognize the rights of women by installing also a refreshment room where women users of the library may enjoy ices, creams, chocolates and other kinds of feminine refreshments.

Exhibitions in Vassar College Library*

Libraries, like many other ancient institutions at the present day, are overstepping their former boundaries. While not in the least entrenching upon the field of museums, libraries are assuming as a legitimate duty the preparing of exhibitions to be held from time to time as occasion may suggest or opportunity may offer. Exhibitions have been held in Vassar college library since 1908, when an exhibition case was given by the generous donor of the library, Mrs Frederick Ferris Thompson. Two years ago the addition of new wall cases with electric lighting, the gift of the same benefactor, made it possible to hold exhibitions under still more favorable conditions. About 50 exhibitions have been held during the seven years. The first was the collection of autograph letters given by various alumnae, but chiefly those bequeathed by Mary L. Avery, Class of '68, including a series of delightful letters from Lowell and from George William Curtis. Other treasures of the library have been shown at various times, the Kelmscott Chaucer and other Kelmscott editions, plates from Curtis's North American Indian, photographs of European libraries, exteriors and interiors, facsimiles of medieval manuscripts and book-plates of famous persons, book-plates by famous artists and book-plates of colleges and universities.

Historical anniversaries of recent years have been celebrated by showing such collections as old engravings of Washington and events of the Revolution, pictures and books illustrative of the life of Calvin, views and maps to illustrate the early growth of New York city, early printed Bibles, autograph letters, portraits and first editions of Robert Browning, and for Founder's day, yearly, pictures, programs, announcements, letters and

*Of interest because of the splendid showing at the celebration of the fiftieth anniversary of the opening of Vassar college, the week of October 10, 1915.

clippings that have been carefully gathered and cherished to reproduce the early days of Vassar.

The request to show illustrative material in connection with a particular class is frequently made by an instructor. The department of English may wish to show its collection of Holbein drawings illustrating England of the Tudor period, or its photographs of Wordsworth and his circle and of scenery of the Lake District; or the department of Latin may ask to have on exhibition its collection of material illustrating the myth of Cupid and Psyche. The department of German has many views of Germany that are shown about once a year.

But the library is not limited to the material at hand. For a class in nineteenth century English, a Pre-Raphaelite exhibition was gathered together from several sources; two firms of art dealers loaned reproductions of Pre-Raphaelite paintings, a genuine Burne-Jones drawing was contributed by a friend in Boston and an alumna sent an autograph letter of Rossetti and a tile designed by William Morris, besides Kelmscott editions and other works of especial value in connection with the subject. For a class in English it was desired to show the effect of simple line and an appeal for material resulted in the loan of selected etchings, woodcuts and lithographs by Whistler, Bauer and others. A class in Dante was stimulated by the great variety of Dante portraits and the rare editions borrowed from two large libraries. A Chaucer exhibit was made from material owned by the department of English combined with that afforded by the library.

Many times the opportunity of the moment has decided the character of the exhibit. A friend may be near who has a collection of old Japanese prints; another friend may be persuaded to show her remarkable collection of fine hand embroideries from fifty to a hundred years old,—illuminating as to the feminine industry and skill of former generations. The mediation of an alumna secured the loan of a collection

of old valentines, reflecting another phase of the lives of our ancestors. A collector loaned his wonderful old samplers, English, French, German, Italian, 70 in all, dating back from one to two hundred years. The artistic work of a successful woman photographer shown recently represented a stage in woman's history far removed from that of the samplers and the delicate embroidery.

The most recent exhibit is one that Vassar is especially proud to have for it is the work of our renowned fellow townsman and neighbor, Timothy Cole. A few choice signed proofs hold one enthralled for a moment when passing, one lingers to enjoy them when time is not so pressing and retains them in mental possession to be a joy all one's life.

These exhibitions differ widely in appeal. Some may be considered from the artistic, others from the historical point of view. Their service may be to help visualize things remote in time or place or to kindle appreciation for things that are beautiful. They may give light upon a subject for those who know something of it and may stimulate others by giving them a new interest. Distractions they are not, for by calling forth one's powers of visualization and of appreciation they enlarge one's boundaries and contribute towards fullness of life; it is under such circumstances that work may be performed most satisfactorily.

ADELAIDE UNDERHILL.

Some Egyptian Proverbs

Don't ask any man about his origin; you can read it in his face.

If you censure your friend for every fault he commits, there will come a time when you will have no friend to censure.

If you spend all your time collecting money for fear of poverty, you are practising poverty.

He who is standing on the shore may as well be a spent swimmer.

Man is often an enemy to things of which he is ill-informed.

Knowledge without practice is like a bow without a string.

The next best thing to belief in God is to sympathize with people.

The Twenty-fifth Book

That acquisitive person The Reporter, in the course of conversation had exacted a promise from Mr Legler to furnish a list of books for publication. The request was made for no special date, just "some time," and with that gift of an added sense The Reporter called upon the busy librarian for fulfillment of his agreement at a most opportune time. Mr Legler had been asked to give a personal list of 25 books for boys to the New Jersey State library commission. Because the naming of the twenty-fifth "would leave many cherished volumes out of the list of preferences" but 24 were given. Here was mystery most inviting! What was the twenty-fifth book?

The twenty-four were:

Mother Goose rhymes, Andersen's Fairy tales, Aladdin and the wonderful lamp, Perrault's tales, Pied Piper of Hamelin, Rip Van Winkle, The bible, Don Quixote, Bou-tet de Monvel's Joan of Arc, Hale's Man without a country, Sir Thomas Malory's King Arthur stories, Jungle book (Kipling), Tom Brown's schooldays, Pyle's Men of iron, Robinson Crusoe, Treasure Island, Franklin's Autobiography, Hiawatha, Tom Sawyer, Oliver Twist, Lamb's tales from Shakespeare, Swiss Family Robinson, Alcott's Little women, Ivanhoe.

The Reporter hurried away with his treasure.

Upon publication, the list was widely discussed and the mystery of that twenty-fifth book caught the popular fancy. Suggestions, answers, demands, pleas, praises by the score and a few condemnations came in. The Associated Press wired the list to its correspondents and special Twenty-fifth Book editors were requisitioned, prizes were offered for the best written reason given for a choice, and one newspaper conducted a voting contest for the twenty-fifth book. What had been intended as an interesting news item became a heated contest. It seemed that every one had a book title for the one omitted. Where several selections were given, a crowding out of the printed favorites was demanded.

Some liked the list, some did not, but still the letters came in until one paper, the *Chicago Tribune*, announced upon the closing of its contest that in the 10 days, several hundred books were voted for, nearly 9,000 votes from all parts of the country having been cast for the leading 10 titles, as follows:

Black Beauty.....	1,153
Pilgrim's progress	1,094
The prince and the pauper.....	1,057
Ben Hur	945
Little Lord Fauntleroy.....	938
Hans Brinker, or the silver skates..	827
The story of a bad boy.....	826
Beautiful Joe by Marshall Saunders..	724
Cadet days	721
Huckleberry Finn	619

A list of preferences is always controversial and the newspapers upon printing the 24 invited the public to a little friendly exchange of ideas. Here was a tender point for every man and every boy. Why should he not rise to the defense of a beloved book? Even seasoned editorial writers could not resist. The *Chicago Herald* gave out the following editorial comment:

The twenty-fifth book

Librarian Legler is a discreet man. Twenty-four out of twenty-five books "that all boys should read" he ventures to name. At the last he sagaciously hesitates lest injury be done "to many cherished volumes."

Well may he pause in even so engaging a task as this of raking over the pleasant memories of childhood and youth. The twenty-five books that all boys should read! What a host of recollections does such a sentence call forth. What temerity would be needed to pronounce upon the twenty-fifth! A veritable army would arise to defend from all the literatures.

Mr Legler was frankly personal in his selection and because he followed his own good taste his list is hard to assail. Other friends of youth would elect from their own past pleasures other volumes which were not included in the sacred twenty-four until shelves much more spacious than that designed for President Eliot's five-foot library would be necessary to contain the treasures. Uncle Remus would demand a home for "Brer Rabbit, Mis' Meadows and de gals," and surely none of those millions of boys who were nurtured under the spell of the old negro's tales would say him nay.

Then Alice would skip lightly up from her place in Wonderland. Who would have the heart to exclude gentle Alice and the Mad Hatter and the Queen of Hearts? Or if the breezy Mr Midshipman Easy walked up smartly, cap in hand, could any boy be sober enough to refuse hospitality? Uncas, the Last of the Mohicans, would appear coming quietly out of his pristine forest, strong and as noble as the unright trees so familiar to him. Uncas could not be gainsaid.

To those of the older generation the wise old slave Aesop would announce himself with his unforgettable fables. What boy could do without Aesop? Gulliver's marvelous Travels are not to be dispensed with if boyhood's imagination is to be rich and fruitful. "The three musketeers" purvey romance and adventure too thrilling for oblivion. "Westward ho," "Scottish chiefs," "Two years before the mast"—the list grows prodigiously like Jack's beanstalk. Wisely indeed did Mr Legler surrender to doubt. Many cherished volumes, spurned, might have proved his undoing.

Other papers which had editorials on the list were:

Chicago Post, Indianapolis News, Tampa, Fla., Tribune, Charleston, S. C., News and Courier, New York World, Ohio State Journal, Meridian, Mississippi, Star, Dubuque Herald.

The interest came from the people and the papers caught the spirit of the thing. Requests for a girl's list were turned over to the library.

A committee of librarians who had been asked to serve as judges in one contest were surprised at letters submitted by children and found that the old standards were, after all, the popular books. The parents and teachers evinced an interest in their children's reading. A revival of old titles was noticed in the branch libraries and the books on the list were asked for. Older people expressed an opinion on the twenty-fifth book, as they came into the library and boasted of those they were familiar with. People working with children asked if more material in the form of lists could not be made up and were surprised to find that such assistance was being given in the library. The publicity was a good advertisement not only for the books but also for the library. PEARL I. FIELD.

A New and Helpful Book*

Here is a model text-book for the model normal school. In other words, for the school whose curriculum ranks practical instruction in the use of books and libraries at least as high as practical laboratory instruction in physics and chemistry. If there are few such schools as yet in existence, this book should help to create more. Every contemplative librarian must recognize himself as a sort of Sisyphus endlessly rolling the same stone up the same hill. Release will come only when the substance of such a text-book as this of Misses Fay and Eaton becomes an integral part of the mental equipment of every school child. Meantime, it will prove invaluable to every library-teacher or teacher-librarian who is endeavoring to impart to the rising generation even some slight notion of book and library use.

For such a purpose and for the use of library training-classes the text-book under review has a double value. It is so detailed and full as to offer a complete model course of study, covering a considerable period of time. It is, on the other hand, so clearly and conveniently arranged that a much shorter and simpler course may be outlined from it. It is scholarly, non-technical, and withal interesting, this last an achievement too rare in text-books on any subject. The section on children's literature has a special charm, but even the more prosaic topics are treated without dullness.

The footnotes, bibliographical references and suggested reading lists are exact, full and illuminating. These with the working exercises and problems at the end of each chapter add greatly to the practical value of the book.

The work is divided into three sections: Part I, On the use of books; Part II, Selection of books and Children's literature; Part III, The administration of school libraries. In Part I, such chapters as those on The physical book,

*Fay, Lucy E. and Eaton, Anne T. Instruction in the use of books and libraries; a textbook for normal schools and colleges. Boston Book Co. 449 p. \$2.25.

Reference books, Magazine indexes, Arrangement of books on the shelves, The catalog, are admirably suited to meet the interest and intelligence of the average college, normal school, or even high school student. They furnish a note of humanness and intelligibility to such recondite mysteries as the card catalog and the decimal classification. They cannot fail to appeal to every librarian or teacher who has striven in vain for the right word with which to illuminate and simplify the indispensable tools and processes of library use.

The chapters on reference books and the very practical chapter on public documents with its suggested annotated list of U. S. documents for high school libraries should prove of special helpfulness to the school librarian. The group of free or inexpensive government publications on domestic science topics, on pages 85 to 87, is an example of the careful and practical work done throughout the whole book.

Part II begins with two excellent chapters on book selection, with a suggested list of books for a high school library. One is glad to see Lanier included in the brief poetry list, but remembering that even so conservative a critic as Bliss Perry concedes to Walt Whitman, as foreign critics have long since done, the supreme place among American poets, one wonders whether his "Selected poems," if no more, should not by now be admitted even to the shelves of the high school library.

The remaining nine chapters of Part II are devoted to a study and evaluation of children's literature. These chapters will make the book indispensable to every children's librarian. The problem of children's reading has nowhere been more freshly nor interestingly treated. The psychology is sound, the definite lists and suggestions throughout most practical. The chapters on Fairy tales, Poetry, and Classics for children are especially delightful.

Part III, The administration of school libraries, has two valuable chapters on the Evolution of the book, and on His-

tory of libraries. In the remaining eight chapters the practical and technical phases of administration are briefly and clearly treated, under such heads as equipment, buying and ordering, library records, classification, cataloging, mechanical processes, pictures and pamphlets.

On the whole this book fills a unique place in library literature. Whatever its minor defects its definiteness of outline and fulness of material make it the best manual for its specific purpose in the field. Beside the teacher and student use for which it is intended, it will be of value to even the smallest library in which reference work and work with children are done. To busy librarians who carry on apprentice training-classes the practical questions and exercises on every topic treated will be worth many times the price of the book.

MARILLA WAITE FREEMAN.

Goodwyn Institute library, Memphis, Tenn.

Safety First Library Week

The week of November 28-December 4 has been set aside for the Safety first juvenile book week by the organization of the Boy Scouts of America. Librarians are asked to acquaint their patrons with the facts concerning the nickel novel in the disguise of a bound book, by bringing the attention of local editors to the importance of the movement and by calling attention to and distributing the book lists which will be issued by the Boy Scouts association in the libraries that want them. The list headed Books boys like, comprises about 300 books with annotations—the selection being based upon reports received from scores of librarians and booksellers representing every part of the country. The books on the list have been grouped according to the boys' chief reading interest: 1. Stories of adventure, 2. Books on how to do things, 3. Books of information. The list comprises a leaflet of 32 pages and may be obtained in quantities at National Headquarters, Boy Scouts of America, 200 Fifth Avenue, New York City.

Museums for Children

A comparatively new departure in the field of work for children was described by Miss Griffin, Director of the Children's Museum, Boston. The need for some such place and work grew quite naturally out of the public school teachers' knowledge that city children wanted to know about birds and flowers and trees and outdoor life as much as country children. The question was how to get something to fill the want where only pavements and houses prevailed. A natural history was the logical answer. Fifty teachers united to work for it, but having little leisure and less money to found such an institution, talked. First they talked enough money from the pockets of people in and around Boston to build two small cases, then they talked enough specimens from the Boston Society of natural history and other museums to fill the cases, they talked from the park department of Boston space in one of the buildings of the public park to hold the cases, and talked to the present director until she left another position to take charge. The work has grown beyond the power of the teachers to handle; and it is now under the management of a board of trustees composed of people of leisure and education.

Attendance from schools is not solicited but as a matter of fact, classes from public, private and parochial schools have attended, this past year to the number of 9,500. One association formed from a high school group of boys and girls, and known as the Industries club is studying man's progress from primitive times to the present, the course will probably cover three years, and has taken up the subjects of food and clothing and will continue with shelter, which in turn may lead to architecture.

Does it pay? This question is answered by the attitude of the children towards the museum. They have manifested a feeling of ownership from the first. One boy presented a specimen of quartz, and on being kindly told and shown that there

was no space for it in the cases and on being advised to start a collection of his very own, much disappointed but still persistent, made such an industrious and eager search for space to have it publicly displayed, that he came off victorious and the specimen was not only placed but labeled. Another boy asked that "whales" might be given an hour's discussion at school, arrangements were made with the teacher who was delighted at this first indication of the boy's interest in any subject. A group of children appeared one day before Miss Griffin, stated that they had formed a club, asked that she or one of her assistants be an officer, requested a room, presented their coat of arms which they had designed themselves and proudly displayed their set of rules, one of which was "all specimens shall be labeled,"—and in parenthesis—"if the name is known". However it was left for one child to sum up the whole situation. He was a stranger to Miss Griffin, but he wandered over the museum an entire afternoon, looking and asking occasional questions, until finally quite overcome he exclaimed, "ain't there a lot of stuff in the world to learn about?"

Miss Hewins on Book Selection*

Miss Hewins had been asked to state the principles of selection upon which she had based her "List of books for boys and girls" recently published by the A. L. A. She said that she had borne in mind in making the list fathers and mothers and librarians of small libraries. There are two classes of children who frequent the public library in larger manufacturing cities. The first class, about 75 percent, come from tenements, bookless homes, they lack concentration, have little interest in a book as a whole, pick one up and put it down without finishing, and have no feeling that characters in books are real. For these children must be provided duplicates of attractive primers, Peter Rabbit books, Sunbonnet babies, Mother Goose, and first books on

*Discussion at library meeting at Jamestown, R. I., June 18.

*At the library meeting at Jamestown, R. I., June 18.

the road to pleasure reading. The other class of children come from families that occupy whole houses, where boys have chores to do and girls help their mothers in the kitchen, where in short, there is still the foundation of the old New England home life. Here the parents want to do the best they can for their children, read to them a half-hour before bedtime, and in many ways lay for them the basis of a fine general culture. The children brought up in this way make friends of and have a feeling of familiarity with the characters in books, *if they haven't too many*. For the parents of this latter class of children Miss Hewins has selected the books which will have a broadening effect, and which will serve to quicken the general intelligence. Very few series were recommended because of their character. The chief librarian of the Boy Scouts told Miss Hewins that since nickel moving picture shows had been introduced there has been little demand for the dime novel, publishing houses, quick to see their opportunity are getting the one time authors of these novels to write series which sell at 25c a volume, and parents who would burn a nickel or a dime novel buy the volumes of these series for their children. Miss Hewins in her list has wished to present those books that have stood the test of time. To the question whether she disapproved of Altsheler she replied, "No, but has he come to stay?"

Library Week for Boy Scouts

F. K. Mathiews, librarian of the Boy Scout Library movement, points out the ignorance of parents in buying the cheap sensational thrillers, and speaks of the Juvenile book week, as follows:

In order that parents may know, the Boy Scouts of America proposes to devote its best efforts and energies. For the past few months we have been experimenting in many directions to discover whether or no the leadership of press and pulpit, monthly magazine and weekly periodical, school and library, women's clubs, educational associations, and other welfare workers—whether or no such leadership would be responsive

to an appeal to protect the youth of our country against the peril of the old nickel novel in the form of the modern cheap bound book. So general and hearty has been the response that we are now developing plans by which the whole country may be told the facts.

One part of the plan is to propose to the book trade that the last week of November or the first week of December be set aside as "Juvenile book week." At this time book-sellers should urge the public to "shop early" and "buy the best books for your children" and by window displays, newspaper advertising, and circulars addressed to their best customers, make it of interest to them to visit their stores at this time.

In such ways as we can, our organization will assist locally to make "Juvenile book week" significant. Appeals will be sent to librarians asking them to coöperate with booksellers in an exhibit of the best books for children. Ministers will be asked to preach upon "the iniquity of the modern thriller." Newspapers will be furnished with special articles. Leaders of women's clubs, parent-teacher associations, the W. C. T. U., etc., will be invited to arrange for addresses or the reading of articles that will at this time emphasize the importance of children's reading. Through the national monthly and weekly magazines much more will be done. In such publicity, we are to have the coöperation of the publishers who believe in safe and sane books for children.

Are we quite sure that the world needs us to do this particular work which frets us so?

There is such a thing as taking ourselves and the world too seriously, or at any rate too anxiously. Half of the secular unrest and dismal, profane sadness of modern society comes from the vain idea that every man is bound to be a critic of life, and to let no day pass without finding some fault with the general order of things, or projecting some plan for its improvement.—Henry Van Dyke.

A. L. A. Committee on Bookbinding
Universal edition of Charles Dickens in
reinforced binding

Acting on a suggestion of the A. L. A. committee on bookbinding, Charles Scribner's Sons have put in a reinforced binding a number of sets of their Universal edition of Charles Dickens. The number of volumes in a set is 22, purchasable at \$22 net a set, or separately at \$1 a volume. Libraries are allowed a discount of 25% from this \$1 net a volume. The reinforced binding costs 10c extra per volume. The advantages of the edition are good type and paper, excellent illustrations, one novel to a volume, and small cost. The reinforcement is well done and meets with the approval of the Bookbinding committee.

A. L. BAILEY,
 Chairman.

Meeting of A. L. A. Executive Board

The executive board of the A. L. A. held a meeting at Squirrel Inn, Haines Falls, N. Y., September 30, 1915. There were present: Miss Mary W. Plummer, president, Messrs Brown, Hadley, Putnam, Craver and Dudgeon. Dr Arthur E. Bostwick was appointed by the executive board to fill the position of Miss Plummer for 1915. Dr Arthur E. Bostwick and M. S. Dudgeon were appointed members of the Publishing Board for a term of three years each. Standing committees for 1916 were appointed. It was voted that such part of \$365 remaining in the contingent fund budget of the present year be appropriated for the use of the committee on A. L. A. exhibits.

The report of the chairman of the A. L. A. publicity committee, W. H. Kerr, on the publicity work in connection with the conference of 1915 was read in part and accepted.

A communication from the chairman of the committee of the A. L. A. exhibit at the Panama-Pacific Exposition raises the question as to the ultimate disposition of the exhibit. It was voted that the committee be requested to consider the matter and submit definite suggestions to

be acted upon by the board. The request from the catalog section referred to the executive board by the council for the appointment of an advisory committee on decimal classification expansion was, after consideration, laid on the table.

Time was given to discussion of a place for conference for 1916. Saratoga Springs, N. Y., Mt. Kineo Hotel on Moosehead Lake, Me., Asbury Park, N. J. and Mackinac Island, Mich., were among the places discussed. No decision was reached. The matter will be settled through correspondence.

Police Library

The New York public library has made up a library for the police headquarters. The collection consists of 200 selected volumes on criminology and police administration, a set of Encyclopedia Britannica and the Century dictionary. Basing their selection on the books most often called for and recommended as of practical value to police officers, the library has included the following:

Spirit of youth in city streets, Addams.
 Crime and its repression, Aschaffenburg.
 Criminal and the community, Devon.
 Classification and uses of finger prints, Henry.
 Crime, its causes and remedies, Lombroso.
 The crowd, Le Bon.
 Fundamental laws of human behavior, Beyer.
 Crime and its causes, Morrison.
 European police systems, Fosdick.
 Juvenile courts and probation, Flexner.

List of Books in Plays

Margaret I. MacDonald is the compiler of a comprehensive list of "Books and plays in pictures" which the *Moving Picture World* publishes in its number for July 17. Miss MacDonald is on the editorial staff of the *Moving Picture World* and has made good use of her access to the necessary material. It is to be regretted, however, that the alphabetic arrangement of authors and of the titles under author is not carried beyond the first letter. Among 35 authors beginning with S and covering nearly two columns, one finds Shakespeare over the leaf toward the end of the list. In like

manner, B, D, and H are long lists to run through in search of any particular name. As to popularity of our old friends in this list, Dickens leads with 14 titles produced a total of 21 times, Christmas carol being listed by five different companies. Uncle Tom's cabin and Rip Van Winkle are also each produced five times, Jane Eyre appears four times. Shakespeare as an author comes next to Dickens with 13 titles each of seven given twice. Dante's Divine Comedy is listed in 12 parts. Scott has six titles in 10 productions.

The list is not only interesting but should be useful to libraries, and it is to be hoped it will be reprinted with the arrangement revised.

E. L. FOOTE.

Libraries in Holland

An attractive pamphlet of 73 pages describing the libraries of Holland was compiled for the Leipzig exposition of the Graphic arts through the coöperation of the Association of Netherlands librarians, the Association of library assistants and the Central Union of public libraries and reading rooms, and published with state aid. Each of its eight chapters deals with a separate class of libraries beginning with a thoroughly readable historical sketch of Medieval libraries and treating successively of university, royal, institutional, public and state libraries. The text is in German, printed in a stately modern Gothic type and illustrated with numerous interesting views of library rooms enjoying very liberal patronage, both adult and juvenile.

We turn with most curiosity to the account of the free public libraries and reading rooms, by Dr H. E. Greve of The Hague, and learn with interest that the beginnings of the movement were contemporaneous with those of England and America. The discussions and projects culminating in the Ewart Bill in the British Parliament were wafted across the North Sea and the seed was planted then, though the growth has been slow. Utrecht boasts the first public reading room, which

dates back only to 1892 and was hardly efficient until reorganized in 1908. Since that time 24 public libraries or reading rooms and four especially for Catholic readers have been instituted. Only one of these, however, is entirely tax supported—that at Rotterdam. The others are in nearly all cases maintained by private or society contribution, and all (including those for Catholics) enjoy a state subvention which is distributed according to an annual budget submitted by the Central Union mentioned above, this organization being recognized as a semi-official national library commission. Some of its other functions are the establishment and organization of new libraries and the general supervision of library activity. Technically the Dutch public libraries are well organized, usually according to English methods. In most cases the staff consists of young women with adequate educational qualifications, in addition to which many have been sent abroad for study and work in British or German libraries. The D. C. is the accepted classification and a Dutch edition of Cutter's author tables is in common use. Parallel with these inspiring manifestations of enterprise we are surprised to learn that the office of librarian is usually vested in some member of the supporting society, without professional equipment, and is, in some instances, subject to monthly change! Another touch of old-worldliness is disclosed by the unusually clear and instructive pictures which uniformly include a large and imposing stove and a network of sheet-iron stovepipes suspended like so many swords of Damocles above the book shelves and the heads of trustful readers.

The pamphlet is an interesting and creditable presentation of the state of the library movement in one of the lesser European countries, and a pleasant reminder of the wonderful exposition whose term was so abruptly brought to a close by the events of August, 1914.

C. B. R.

Disposal of Library Exhibit at San Francisco Exposition

The work at the Library exhibit at San Francisco shows very conclusively that there are many ways for continuing this extension activity after the fair is closed. For instance, representatives of the Y. M. C. A. in China desire to have a portion of the mounted and labelled material for a travelling exhibit in several Chinese cities. A lady from Alaska is giving her own time and money, with assistance from some Pacific coast libraries, to establish a small travelling library system in southern Alaska. The juvenile books on display here are to be given for this purpose. The great number of requests for photographs, slides and other campaign material, from all parts of the country, proves more than ever that a collection of such material at the headquarters office would prove most useful.

Accordingly, unless librarians make special request to the contrary, all the photographs, forms, lists, and other small material will be sent to the Secretary's office for the nucleus of a permanent collection and travelling exhibit. The only things which will be returned to the libraries are such bound publications as those of the Peabody institute, Virginia and Massachusetts state libraries, the Crerar and Newberry libraries, the card catalog cases, and such other plainly valuable items as would repay the cost of shipping them back to the owners. Any requests which will mean a change from these plans should be sent immediately, addressing American Library Association Exhibit, Palace of Education, San Francisco, Cal.

The Baker & Taylor Co. is now established in its new quarters at 354 Fourth Ave., New York.

The complete stock, comprising upwards of 500,000 volumes, requiring about 2,000 cases, together with the offices, were all moved within 10 days.

Report of Chicago Public Library

In the annual report of the Chicago public library, Mr Legler narrates in detail the campaign for funds which, beginning with 1916, will give the library a quarter of a million dollars additional annually. He recommends a large program of development for the next 10 years. Chief of the plans of extension is an increase of branches from 32 to 99, and establishment of libraries, in each of the twenty-four high schools on a broad scale of thoroughness and usefulness. For branch libraries, he suggests, during the present period of shifting population in Chicago, buildings located on busy business thoroughfares, one story in height, but with ample floor space, instead of monumental type of buildings situated on residential streets.

Summarizing the work of the year, note is made of a large increase in home circulation—a gain of 897,419, with a total recorded use of 5,302,911 volumes, 4,326,057 of this issue being home circulation. Gains over the preceding year were as follows: School circulation, 46,598; branches, 2; deposit stations, 5; business house branches, 2; school deposits, 171; general deposit issues, 106,711; recorded reference issues, 89,968.

Story hours were conducted in 15 branches, with a total attendance of 18,296.

New departures for the year included: Music room (open shelf) was opened in November with a basic collection of vocal and instrumental music, including sheet music. In seven months a total of 15,650 pieces were withdrawn for home use.

The open shelf foreign book room was opened the same month, doubling the circulation of books in foreign languages, which were thus represented: German, French, Dutch, Swedish, Dano-Norwegian, Polish, Bohemian, Russian, Yiddish, Lettish, Italian, Spanish. With a loan fund of \$1,000, small rental collections of current books, both fiction and non-fiction, were installed in the Central library

and in seven branches, and the total outlay was met in four months.

A parcel post delivery service was inaugurated early in the year. Some of the outlying deposit stations are served daily through this medium.

In December, a system of package libraries was provided in coöperation with a movement fostered by the Association of Commerce for the study of civics in the high schools, and similarly furthered by the Civics Extension board for the upper grades in the elementary schools.

The Widener Memorial Library

The Widener Memorial library, of Harvard university, the gift of Mrs Eleanor Elkins Widener, of Philadelphia, in memory of her son, Harry Elkins Widener, who was lost on the steamship Titanic, is completed and was dedicated on commencement day, June 24. The address of dedication was delivered by Henry Cabot Lodge, and the library was accepted for the university by President Lowell.

Full dedicatory exercises will be held after full settlement in the new quarters is achieved.

The new building stands where Gore Hall, its predecessor, for so many years, served the purposes of the University. The Widener library faces Appleton Chapel, and its back door, so to speak, is on Massachusetts Avenue, near the '77 gateway. The building forms a hollow square, about 250 by 200 ft. on the outside. The inner courtyard, 110 by 100 ft., is divided lengthwise by a central section devoted to the Widener collection, with light courts on each side, measuring 110 by 28 ft. Three sides of the square are occupied mainly by the bookstack, which extends through eight stories, with a possibility of adding two more stories in the basement when there shall be need. The fourth side, to the north, and on the college yard, contains the administration rooms, the great reading-room, and the several special reading-rooms.

The main entrance to the library is

by means of 36 wide granite steps and through 12 high Corinthian columns of limestone, which form the portico. There are three entrance doors of glass and wrought iron. Standing in the central door, the visitor can look through a long vista of marble columns, which adorn the entrance hall, straight up the broad marble stairway into the Widener Memorial room, where, surmounting a marble-framed fireplace, a portrait of Harry Widener, done by Ferrier, of Paris, is one of the features of the building. This Memorial room is on a mezzanine story, and entrance to it is through a marble memorial hall, circular in shape, with recessed semicircular bays, fluted columns with ornamental capitals, and a domed ceiling. The Memorial room contains the bronze-sashed cases in which will be stored the precious Widener books. This room is in dark oak from floor to ceiling. Here will be the office of George P. Winship, special librarian, and recently librarian of the John Carter Brown library, at Providence, R. I.

On the floor below the Widener Memorial rooms, the first floor, so-called, are the offices of Prof Archibald C. Coolidge, director of the library, and William C. Lane, college librarian. Passing the Widener Memorial rooms, the visitor comes, on the second floor, to the vast reading-room, which is 192 ft. long, 42 ft. wide, and has an arched, coffered ceiling 44 ft. high, and skylighted with soft-colored glass. Adjacent to this room are the card-catalog room and the delivery room. Easy access is had to the stack both here and elsewhere.

On the third floor are 34 rooms which will be used for special collections in which the library is rich. A particular feature of the stack is that it has 300 reading-stalls for research students, and out of it open many small studies for the use of professors.

Besides the floors mentioned, there are the ground floor, containing a number of reading-rooms, and the basement for storage and for eventual extension of the stack.

A Visitor's View of New York Meeting

With five lightning changes in a suit case, some less change in pockets, and seven changes from rail to rail, to bus, to Otis elevator, to rail, to stage, two librarians from Montreal reached Squirrel Inn, Haines Falls, New York, on Monday the twenty-seventh (a September morn if ever there was one!) and found already many of—shall we say, the Nuts?—were gathered.

There was one all the way from Texas, to give us fresh views of men and things. There was one from Wisconsin, and more from New Jersey and Michigan. All at a New York state convention!

This outside interest was easy to understand when one had a glimpse at the official program. It sounded like a fortune teller's code—The past—the present—the future! Mr Bowker waved a magic wand, to bring the past to us in word pictures. Mr Faxon's photographs were cast upon a screen, and brought back many a departed face. That of Mr Charles Cutter smiled its gentle smile once more; that of Mr Melvil Dewey too was good to look upon.

The most amusing slide was one called "The switch," taken at a time when the large sleeves and full skirts prevailed. It was a problem to tell "Which was switch" of the group of librarians awaiting a train upon a railway platform, some 20 years ago.

The literary editor of *The Independent* gave us an outsider's view of the present in library service, and did it with gentle humor and good taste. Mr Irving Bacheller told us of the little library of the home. It was a tribute we will long remember and I hope find somewhere in print.

Bliss Carman read to us two of his exquisite poems, verses that need no accompaniment of music or flowery elocution to reach the heart.

So you see we came to the last meeting on Friday night to hear Mr John

Cotton Dana of Newark on "What next"—feeling very much I fancy as the congregation felt when a darkey preacher introduced a white brother, who had consented to preach in his pulpit thus: "Breatheren you are a bout to hear a very powful speaker. He done do the un-doable. He done know the un-knowable—and he kin on-screw the on-scrutable!"

And after all Mr Dana was just as we have always known him, very sane, sensible and thoughtful. He told us we were not civilized, as we understand the word. The war proves that; and that librarians are not so important as they fancy they are! As for "What next"—he refused to say.

All the week Miss Marie Shedlock of London, England, mingled with the librarians. One whole evening she took us back to fairy land; one afternoon she enthralled the children's librarians with her lore.

So you see the meeting of 1915, with a woman as president—and a fairy god-mother as a guest, was the best ever, and the two librarians from Montreal, their brains packed with ideas, are home again. They ask not What next, but Where next?

MARY S. SAXE.

Westmount public library.
Montreal, Quebec.

Coming Meetings

The Montana library association will hold its annual meeting at Great Falls, November 22-24.

The librarian's section of the New Mexico teacher's association will meet in Albuquerque when the association holds its meeting November 22-26.

The Pacific Northwestern library association will hold its 1916 meeting in Everett, Wash., Sept. 5-6.

The United States Public Health service has established a stereopticon loan library from which it will send out slides upon request of sanitarians and other persons interested in the doctrine of personal hygiene and public sanitation.

Library Meetings

Connecticut—The fall meeting of the Connecticut library association was held Thursday, Oct. 7, in the Public library at Norfolk, Miss Helen Sperry presiding.

Mr Philemon W. Johnson, librarian of the Norfolk library, included in his address of welcome a sketch of the Norfolk library, which started in 1761 with 150 volumes and now contains 19,000 volumes. The present building, the gift of Miss Isabella Eldridge, was erected in 1888 and within a few years has been doubled in size, so that it is now one of the most spacious and beautiful buildings in the state.

Anna Hadley then submitted for the committee on High-school libraries a report on conditions in Connecticut, based on a questionnaire, sent to the 68 high schools and 4 normal schools of the state.

Mr George S. Godard, state librarian, entertained the meeting with a description of the A. L. A. conference in San Francisco, speaking especially of the delights of the trip and the hospitality everywhere extended to the association.

An inspiring talk on "The higher appraisal of books" was delivered by Rev John Coleman Adams, D. D. He said that higher appraisal has to do not with "best sellers" but with the higher spirit, power and reality of a book, and gave as a definition of a book, a continuation and multiplication of a human soul—a soul transmigrated. The three principles for self-culture in reading, he enunciated in the epigram "read up, read out, and read forward," that is, read original sources for information, read broadly for self-culture and entertainment, and read the young authors of the present day, for youth is a prophecy of the future.

Miss Isabella Eldridge entertained the association at luncheon at the Country club and after luncheon provided automobiles for a short trip through the village.

The first paper of the afternoon was

"The Yale collection of European war literature" by Miss Fuller of Yale library. She said in part, that "Yale university, whose guiding principle is that of interested neutrality, is collecting extensively so as to have in the future full resources for the study of the war" and that at least one-third of their books are in foreign languages. She mentioned in detail the most important books on the causes of the war, on conditions in the various countries, including in her list, volumes on international affairs, biographies of noted men, war poetry and cartoons. She considered it "almost futile for the small libraries to attempt a selection at the present moment," and said that "while history is in the making, it is the periodical and newspaper that keep us up-to-date on the war question."

Mr Keogh of Yale university followed with a talk on "Some illuminated manuscripts in the British museum," illustrating his remarks with an exhibition of 60 reproductions in gold and colors. He sketched the history of illumination, describing the methods of transcribing used in the monasteries, and said that the forms of ornament used were beautiful, although grotesque and often inappropriate according to modern ideas of reverence.

"Some illuminated manuscripts in America" was the subject of an interesting paper by Mr Gay of the Watkinson library, Hartford, in which he told especially of the wonderful collection of manuscripts, dating from the fifth century, which are in the library of J. Pierpont Morgan.

A resolution of thanks to Miss Eldridge and the people of Norfolk was unanimously adopted.

ELEANOR M. EDWARDS, Secretary.

Iowa—The twenty-sixth annual meeting of the Iowa library association was held at Hotel Colfax, October 12-14 inclusive. The great beauty of the surroundings and the great excellence of the hotel added much to the joy of the

occasion. The registered attendance at the meetings, which were held in the hotel parlors, was 176.

The presence of Miss Mary Eileen Ahern, editor, PUBLIC LIBRARIES, during the entire meeting, and her generous response to all demands made upon her experience; of Mr Wright, Kansas City, who contributed largely to the interest of the Wednesday meetings; and of Miss Marion Humble, of the Madison (Wisc.) library school, on Friday morning with her splendid selection for children's reading, added greatly to the enjoyment of the Iowa workers.

President L. L. Dickerson, Grinnell College library, presided at the meetings, opening the session Tuesday afternoon. The president of the Colfax library board extended a brief, cordial message of greeting from the local library, and expressed the pleasure of all that the association had chosen Colfax as its meeting place.

Miss Julia A. Robinson, secretary of the Iowa library commission, in her annual report of the work of the commission, announced a record year in state extension work. Ten new libraries were added during the year, making a total of 126 free public libraries in the state. Two libraries were dedicated, and the number of subscription and association libraries remained about the same, new ones taking the place of those which had obtained a city tax.

In the address of the president, Mr Dickerson took for his subject "The open country and the reading matter there," speaking of the necessity of better books and magazines being circulated among the farmers, illustrating the type and style to be found there now, and emphasizing the responsibility of the libraries to see that conditions were changed. There is a tremendous field open for educating the rural population in reading material along their own lines as well as outside subjects.

The work of the desk assistant in a public library was explained by Miss Katherine Tappert, Davenport, who called this place "The point of contact." The desk assistant stands not on a plane

above or below, but enters directly into the occupations and surroundings of the person with whom she is dealing,—with the extraordinary variableness of human nature. Each patron demands an application of the sixth sense. The assistant must daily radiate a three-fold feeling for books, "a love for their insides, with Dr Johnson; a respect unto their outsides with David Garrick," and a desire for ownership which will ultimately include the other two.

The feature of the evening was a stimulating address on "The thought of thinking souls," a quotation from Carlyle by Miss Mary Eileen Ahern. She compared the librarian of old, with his deep knowledge of books and but little else, with the modern librarian, whose technical education sometimes overshadows to an extent her scholarship. A librarian of today should have a preparation that guarantees an acquaintance, even a real knowledge, of art, religion, literature, must know the relation of books to all the interests of the community, and should come to the world of books with a two-fold attitude, books for his friends, from which he himself will refresh his spirit, his mind, his soul; and books as tools to be used in his work. This is his art in which he may find his place governed by Morris' definition of art, as "man's joy in his labor."

An enjoyable social hour in the hotel parlors followed the evening adjournment.

The session of Wednesday morning was opened by Mr Purd B. Wright, Kansas City, with a talk on "Some experiences in publicity." Mr Wright defined advertising and publicity; advertising being what you pay for, publicity what you get for nothing. Librarians do not advertise. The personal equation is the greatest value in library work. Give personal talks to all sorts of meetings, to business men, laboring men, mother's clubs. Convey to all the impression that you are in earnest, that you believe in your work and can demonstrate its value, that you are enthusiastic. Use always the library bromide "It is a good thing to take books where people are." The biggest

advertising work of a library is—good service.

Dr Cora Williams Choate, Marshalltown trustee, reported for the committee appointed to secure statistics pointing toward standardization of library work in the state. She summarized existing conditions, the hours of work, salaries paid, vacations granted, assistants, and gave the conclusion of the committee that trustees are primarily to blame for unsatisfactory results in the work of their libraries. The relation between working hours and salaries, in small libraries particularly, is not in accord. The report provoked much animated discussion at the Trustees' round table, and the committee was continued for further work aiming at standardization in vital things.

"Wanted, an interpreter of Iowa life" was the subject of a clever, interesting protest of Mr Austin Haines, Des Moines, against the commonly accepted idea that Iowa has little to offer in the way of history and scenery. He objected strongly to the statement that "Iowa is a dull, gray monotone," painting word pictures of its various seasons in refutation of the assertion. He gave numerous instances of historical importance, and expressed a hope that librarians would inspire, or be inspired, to bring Iowa's proper value before the world.

The evening meeting was devoted to a moving picture demonstration by the Victor Animatograph Company of Davenport, and a discussion of the value of moving pictures in the library. The consensus of opinion seemed to be in favor of "still" slides for library exhibits rather than "movies."

Various reports and routine work occupied a large part of the Thursday morning session, and Miss Marion Humble, instructor in children's work, Wisconsin library school, closed the program with a greatly appreciated paper on "The exercise of choice in children's books." She spoke of the necessity of the children's librarian being in sympathy with the child spirit as expressed by Francis Thompson in his Essay on

Shelley. "Know you what it is to be a child? It is to have a spirit yet streaming from the waters of baptism; it is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can whisper in your ear; it is to turn pumpkins into coaches, and mice into horses, lawlessness into loftiness, and nothing into everything, for each child has its fairy godmother in its own soul; it is to live in a nutshell and count yourself the king of infinite space." Only books of permanent value should be placed before the children in the children's room, books that he will turn to when he is older for real entertainment or joy.

Eight different library schools are represented among the librarians of the state, and reunions of these schools were held at various hours during the meeting.

The association was given an urgent invitation to visit Des Moines Thursday afternoon, where an automobile ride about the city, with visits to the various libraries had been planned. After the ride, the visitors were entertained at tea at the Des Moines public library.

The following officers of the Association were elected for the ensuing year: President, Miss Jeanette M. Drake, Public Library, Sioux City; first vice-president, Dr Cora Williams Choate, trustee, Marshalltown; second vice-president, Miss Ione Armstrong, Public library, Council Bluffs; secretary, Miss Miriam Wharton, Public library, Burlington; treasurer, Miss Mary Brainard, Public library, Waterloo; registrar, Miss May B. Ditch, Public library, Ottumwa; honorary president, W. O. Payne, trustee, Nevada.

ANNA MAUDE KIMBERLY,
Secretary, I. L. A.

Michigan—The register of the twenty-fifth meeting of the Michigan library association showed an enrollment of 181, this being the largest gathering in the history of the association. Two of the librarians who assisted in organizing the association on September 1, 1891, were present but Mr. H. M. Utley, librarian emeritus of the Detroit public library,

the first and for many years the only president of the society was unable to attend. The meetings were all held in Alumni memorial hall, University of Michigan, Ann Arbor, beginning promptly at 3:30 on Wednesday afternoon, October 13, and closing at 11:30 on the following Friday morning.

The first session was devoted largely to the reports of officers and committees including a report of her work by Miss Nina K. Preston who has been appointed state library visitor within the year. Mr Herbert S. Hirshberg, librarian of the Toledo public library gave the one address of the afternoon. He spoke on the subject "What the libraries expect from the state." The three things especially emphasized were 1) Adequate laws for the organization and support of libraries; 2) Certification of fitness for members of the profession; 3) A pension for long and faithful service.

At the evening session, Prof R. M. Wenley of the University of Michigan faculty gave an address upon "It and I." "It" is the library which is to enrich and develop the individual "I," to help him to be himself. Although libraries are in a large measure cemeteries for dead books, from them walk living spirits. As an example of such a life giving book, *Dreamthorp* by Alexander Smith was mentioned and a quotation made from the chapter "A shelf in my book case."

Thursday morning was left free for visiting University buildings and classes including especially the libraries and hospitals and the Ann Arbor public library.

Staff efficiency and esprit de corps was the theme for the afternoon meeting. Ten minute papers were given as follows:

Staff meetings, Miss Sleneau, Public library, Port Huron.

A code book, Miss Myler, Public library, Detroit.

New books and current information, Miss Dow, Public library, Saginaw, E. S.

Required reading, Miss Taggart, Public library, Grand Rapids.

Professional literature, Miss Lathrop, State library, Lansing.

Community activities, Miss Eckert,

Public library, St. Joseph. (In Miss Eckert's absence this paper was read by Miss Esther A. Smith of the University of Michigan library.)

Social activities, Miss DePuy, Public library, Jackson.

Interlibrary visits, Miss Pomeroy, Public library, Armada.

Summer schools and short courses, Miss Ball, High school library, Grand Rapids.

Mr. Charles Moore of Detroit, secretary of the Michigan state historical commission delivered the address at the evening meeting on Michigan worthies worth knowing. He spoke in a most charming and intimate way of the life and characteristics of some of the explorers and founders of the state from Jean Nicolle to Lewis Cass.

The Friday morning session, presided over by Mr W. W. Bishop, University of Michigan library, considered the extension work of the University of Michigan. Prof W. D. Henderson spoke on the reasons for undertaking such work and outlined its general policy and scope. Dr F. G. Novy described the public service of the College of medicine including the hospitals, research laboratories, and public lectures on hygiene and health. Prof J. S. Reeves described the Bureau of municipal research and told of its hope to assist the municipalities of the state in revising charters and drafting ordinances. The work of the College of engineering in testing road materials and giving expert advice to communities operating under the good roads laws of the state was explained by Prof H. E. Riggs. He also spoke of the efforts made by the college to keep in touch with the local engineers. Prof A. G. Ruthven, curator of the university museum told of the traveling collections sent out by that institution and how the libraries could co-operate by displaying books descriptive of the specimens exhibited.

At this morning session the final business of the convention was transacted and officers elected for the ensuing year as follows: President, J. S. Cleavinger, Public library, Jackson; first vice-president, Miss Katharyne Sleneau, Public

library, Port Huron; second vice-president, Miss Alma A. Olson, Peter White library, Marquette; secretary, Miss Mabel C. True, State library, Lansing; treasurer, Miss Isa L. Partch, Public library, Detroit.

Nebraska—The meeting of the Nebraska library association, which was held in Fremont, September 29 to October 1, was opened by short reports from each of the libraries in the state. It was the twenty-first annual session. There has been a decided growth in library work during the year. A number of new libraries have been organized and more coöperation has come between the schools and the libraries thus making the library a greater educational force.

Round tables of a professional nature were held during the morning sessions, in which many took part. Miss Annie C. Kramph of North Platte led the meeting in which the duties of trustees and librarians were discussed. Charles Arnot of Scribner opened the discussion by giving a short talk on "What a trustee expects from a librarian." Miss Nellie Williams, of Geneva had charge of the round table on Friday morning. She had prepared a list of 60 questions which were very practical, thus making the discussion profitable to all. The rest of the program was literary, and was attended by the teachers and many citizens of Fremont.

Miss Ione Armstrong, librarian of Council Bluffs, in her paper on "Modern poetry" told of the beauty and influence of such poets as Noyes, Galsworthy, Tagore, Masfield and Robert Frost. She said that Robert Frost in his "North of Boston" pictured New England of today, as did Longfellow and Whittier in their time. "The development of literary taste" was given in a carefully prepared paper by Miss Zora Shields of Omaha high school. She used the work of the English teacher in high school as a basis for her paper.

Miss Annie C. Kramph gave an inspiring talk on "The library as a social force." In this she spoke of the friend-

ships, the soul to soul communion, that can be found in books.

Dr. Rachele S. Yarros, of Hull House, Chicago, in her address on "Russian literature" gave not only her charming personality, but impressed one with the real fineness of Russian literature, a literature produced as a result of wars and revolutions, thus giving the real conditions and aspirations of its people.

The last evening, Dr. S. M. Crothers of Cambridge, Mass., gave in his delightful humorous way, his lecture on "Bibliotherapy" or "A literary clinic." In this he pictured a friend as a literary physician, thus giving in a pleasing way his own criticism of different authors.

The following officers were elected:

Malcolm G. Wyer, Lincoln, president; Miss Annie C. Kramph, North Platte, first vice-president; Miss Kate Swartzlander, Omaha, second vice-president; Miss Mary K. Ray, Lincoln, secretary-treasurer.

New York—The twenty-fifth anniversary meeting of the New York library association proved to be one of the most successful in its history.

Wonderful weather, a rich and varied program, and a general feeling of good fellowship combined to make "Library Week" of 1915 one long to be remembered by those fortunate enough to enjoy it. People came early and stayed late, loth to leave the mountains in their autumnal beauty. Many friends of the New Yorkers came from neighboring and distant states—15 states in all being represented, not counting the District of Columbia. Canada sent three delegates, and England was represented in the person of our "Official Fairy Godmother," Miss Marie Shedlock of London. The official registration numbered 221 but it was known that 260 were at the Inns. This is 100 more than at the meeting of last year, and 75 libraries were represented.

A pretty feature of the registration was the distribution of ribbon badges, the color denoting the subject in which one was interested, and the Group meeting one desired to attend. A session of the

A. L. A. executive board, and a meeting of the Special libraries association were scheduled at the same time and place—and their presence, no doubt greatly added to the numbers and dignity of the gathering at Squirrel Inn.

The general topic of the meeting in recognition of our 25 years of activity was announced as "The library's field of service, past, present and future."

The opening session of the meeting, Monday evening, took up the first phase of this subject as expressed on the program, "The past in library service, twenty-five years of the New York library association." The speakers of the evening were those who, as pioneers of the association, were best fitted to tell of its early activities. Mr W. R. Eastman gave a very interesting account of the inception of the association, its first struggle for existence, and the energy with which it was promoted by Dr Melvil Dewey, Dr Canfield of Columbia, Mr Peck of Gloversville and others.

Following Mr Eastman, Mr Bowker of the *Library Journal*, in his usual witty vein, gave personal reminiscences of the early days of the association, and of Justin Winson, Chas. Ammi Cutter, Dr W. F. Poole and other prominent men in library affairs of the '90's. Dr Hill and Dr Bostwick also spoke briefly on the history of the New York libraries. After this charming succession of "mental slides," the association were treated to a rare exhibition of visual slides loaned by Mr Faxon and Mr Wire.

The faces of many of the early leaders in the library profession and many conference groups were thrown on the canvas to the very audible pleasure of the audience. The evening closed with two charming Japanese fairy stories told by Miss Shedlock.

The Tuesday morning business meeting was taken up by business reports. Following these, the association was privileged to listen to papers on the general topic "The present in library service" by Dr A. E. Bostwick of St. Louis and Mr Henry E. Legler of Chicago. Mr Bostwick's forceful and illuminating address on "Some tendencies of American

thought" will be printed in the *Library Journal*. Mr Legler refused the title assigned him, "Next Steps." Nevertheless, he presented such inspiring ideals to his audience for the extension of library service that he was greeted with enthusiasm.

The very remarkable exhibit of a small model library, especially designed for workers in rural communities, and prepared by Miss Phelps of Albany and Miss Barber of Utica was one of the most valuable features of the meeting. On Tuesday afternoon a group meeting, led by Miss Phelps was held in the model library room to consider "Rural libraries." This meeting was largely attended, and the informal discussion was valuable and suggestive.

Tuesday evening, the association listened to papers on "The library's opportunity as seen by the economist and man of affairs." This session being held in conjunction with the Special libraries association, W. P. Cutter of the Engineering Societies of New York City spoke to both on "The library's field of service to the technical public."

Mr Cutter gave a very interesting account of the activities of the Engineering societies, whose clients, he stated were not confined to New York City, but "owing to the peripatetic profession of engineers" were to be found in all parts of the world. Mr Cutter outlined the plans of the Engineering societies for the extension of their work.

Mr Cutter's paper was ably supplemented by a short paper by Mr Johnston on "The man and the book," which contained some valuable suggestions to public librarians.

The other speaker of the evening was Professor Roman of Syracuse university who dealt with the topic "The economy of the book." Professor Roman dwelt on the necessity for the library recognizing its opportunity as a leader and teacher among the laboring classes.

Wednesday morning was given over to five group meetings in different rooms, all of which were well attended. The largest meeting under the joint leadership of Dr Bostwick and Miss Moore of

New York considered the problems of work with children. Mr E. F. Stevens of Pratt led a group in the study of the weighty problems of Book selection and buying. Mr Walter of Albany considered the questions that beset reference workers for the circle surrounding him, and Miss Hitchler advised a number of catalogers in still another corner of the big parlor. Under such able leadership these meetings surely netted the best results to those who took part.

The meeting of Wednesday afternoon was one of the "star" sessions of the conference, the general subject being "The library's opportunity as seen by the educator and the journalist." We need only give the names of the speakers Dr Slosson of New York and Dr Richmond, to prove that a delightful program followed. Miss Underhill, introducing Dr E. E. Slosson, editor of the *Independent*, wittily remarked that the speaker would throw "a few journalistic bombs." The bombs that followed were accompanied by flashes of genuine wit and produced an atmosphere of the kindest good fellowship. One or two may be given:

"The least valuable volumes in the library are those with the finest bindings—the most valuable are those with no bindings at all."

"The reading habit is a pleasant pastime . . . but it is more important to cultivate the finding habit."

"The man who needs the library most is the one who draws a book with as much reluctance as he draws a revolver."

Dr Chas. A. Richmond, president of Union college, spoke on "Education as a national asset." Dr Richmond proved his point that education produces the best wealth of a nation, quoting the words of Ruskin, "There is no wealth but life." His thoughtful and inspiring address was listened to with the deepest attention and greeted with hearty applause.

On Wednesday evening, the hospitality committee had provided an entertaining program much enjoyed by a large audience. Miss Shedlock was the "Star" performer and won all hearts by her graceful and charming program of fairy tales and other stories. Dr Richmond kindly

varied the program with the singing of three Scotch ballads, of a stirring nature, and "stunts" by the hospitality committee followed.

The program of Thursday morning discussed a new phase of library service under the general topic "The library in relation to the arts and cultural organizations."

Coöperative work of the museum and public library as carried on in New York and other cities was described by Mr H. W. Kent of the Metropolitan, Mrs G. W. Stevens of the Toledo museum and Miss Margaret Sawtelle of the Art museum of Worcester. Progress has been made in illustrated lectures and talks to children and plans are being made for coöperation with children's librarians along these lines. The Toledo museum possesses its own library and posts bulletins of books in connection with art exhibits.

Mr George H. Sherwood told of the very valuable work already being done by the New York museum of natural history in loaning collections from its stores to the children's rooms of the public library and its branches. Plans for further coöperative work between the museum and the library are being made.

Mr John Quincy Adams, secretary of the New York City art commission, in a forceful speech, made a strong plea for better art, not only in the museums but "in the city street" as well. He gave a convincing account of the necessity for the work of the City art commissions, and told what it was doing in our cities.

The Thursday evening meeting was in the hands of another "All star caste."

Irving Bacheller charmed his audience with a humorous account of incidents of his boyhood days, but ended with a strong plea for the "School of the home."

"Poetry and the spoken word" was the subject of a very interesting talk by Bliss Carman. Mr Carman deplored the handicap under which the art of poetry suffered from the silent presentation of the written page, and advocated the appointment of professional readers in libraries to bring back to mankind the true charm and musical value of poetry. Mr

Carman read, in closing, two of his beautiful poems, "The mountain gateway," and the "Deserted pasture."

Supplementing Mr Carman's paper, Mrs Mary Perry King spoke on the "Interpretive reading of poetry" as combined with music and rhythmic motion, with illustrative readings.

Perhaps more enthusiasm was shown for the subject of Friday "The school and the library" than for any other topic presented. An informal session to consider the subject was held Friday morning at the Santa Cruz Inn in connection with an exhibit of school bulletins and pamphlets, Miss Zachert of Rochester presiding.

At the general session Friday afternoon, Mr Schumacher of Oneonta spoke first on the "Lure of the book." Mr Schumacher dwelt with enthusiasm on the influence of literature on the hearts and minds of men, but conceded greater power to Nature and to the personal influence of the "Man behind the book."

Willis H. Kerr followed with a practical and valuable talk on "What may the library do for the school"?

The last talk was given by Miss Hall of the Girls' high school of Brooklyn on "Ways of interesting high school students in good reading." Miss Hall's talk was very practical and full of good suggestions. She advocated the use of the best illustrated editions to interest students in the classics, and advised illustration of talks by pictures and lantern slides. She spoke of the correlation of biography and poetry with the drier history topics, and gave different ways of arousing a child's interest in required reading. The last two speakers of the day were John Cotton Dana of Newark and Dr John H. Finley, State commissioner of education. Mr Dana under the general title "What next" gave a somewhat critical but suggestive talk on library service. Dr Finley spoke eloquently on "Ideal education."

At the closing business session Saturday morning, the following officers were elected for the coming year:

President, F. K. Walter of Albany; vice-president, E. F. Stevens of Pratt;

secretary, Miss I. K. Rhodes of Albany; treasurer, W. B. Gamble of New York.

Before adjourning, Miss Underhill, in recognition of our happy environment, read a charming poem entitled "Up here and down there" and with this happy ending the meeting of 1915 came to a close.

ELIZABETH PORTER CLARKE,
Secretary.

N. Y. S. T. A. Meeting Library Section

The Library section of the New York state teachers' association meets at Mechanic Institute, Rochester, on November 22. There will be two sessions: One at 9:30 in the morning and another at 2:30 in the afternoon. The morning session will consider opportunities of school library work and how they are being met in Pittsburgh, New York and Buffalo. The principal speakers for this session will be Miss Effie Powers, Pittsburgh, and Mrs Adelaide B. Maltby, New York City. Discussion will be opened by Miss Adeline Zachert, supervisor of children's work in Rochester. The principal speakers of the afternoon session will be C. A. Schumacher of the Oeonta normal school and Horace A. Eaton of the department of English, Syracuse university.

There will be interesting exhibits of school library material and question boxes will be established with full opportunity for discussion of its contents. Teachers and everyone interested in school library work are cordially invited to be present.

For further information address Elizabeth G. Thorne, chairman of the library section, New York state teachers association, Syracuse University Library, Syracuse, N. Y.

Geographical Index

A group of 62 geographies suitable for a high school library has been cataloged by *The Indexers* (5526 South Park Ave., Chicago) with special attention to analyticals. There are 2,051 cards, including cross references, an average of 34 cards per book.

Interesting Things in Print

The entire stock of back issues of the *Scientific American Supplement* has been purchased by The H. W. Wilson Co., White Plains, N. Y., and consequently the supply of back numbers will not be suspended, as announced in the April issue of PUBLIC LIBRARIES.

Lists of books for foreigners learning English have been issued by both the Detroit and Kansas City public libraries.

The H. W. Wilson Company are issuing a series of study outlines. A recent one is on South America by Miss Corinne Bacon.

"Books and information for home builders," is the title of Coöperative library booklist No. four, issued by the Public library of Los Angeles.

"Selection of household equipment," by Helen W. Atwater, is an interesting pamphlet reprinted from the Yearbook of the Department of Agriculture for 1914.

A new edition of the list of Catholic books in the Public library of District of Columbia, compiled and edited by Julia H. Laskey, head cataloger of that library, has been issued.

The pre-printed Chapter 8, Special libraries, and Chapter 24, Bibliography, to be issued in the *A. L. A. Manual of Library Economy*, have been sent out as separates. They may be had for ten cents each from A. L. A. headquarters.

Ernest J. Reece, instructor in the University of Illinois library school, has compiled a selected list of Illinois documents. It includes such publications as are especially useful to public libraries and high schools of the state, issued between January 1, 1914, and January 1, 1915.

The Library board of the United engineering societies of New York City announces a Catalog of technical periodicals in the city of New York, compiled by Alice J. Gates, with the co-operation of a committee of the New York library club.

The proceedings of the American antiquarian society meeting held August 15-18 contains a checked list of Rhode Island almanacs by H. N. Chapin; Justice Fox, a German printer of the eighteenth century, by Charles H. Nichols; Connecticut's ratification of the constitution by B. C. Steiner and The third installment of bibliographies of American newspapers 1690-1820, by C. S. Brigham.

A Book on Classification

W. C. Berwick-Sayers, chief librarian of Wallasey public library, formerly of Croydon public library, has added a new volume to his list of writings on library subjects under the title *Canons of classification and study in bibliographical classification method*. Mr Berwick-Sayers applies his canons to the various schemes of classification—the subject, the expansive, the decimal and the Library of Congress classifications. The fact that the volume is made up of addresses prepared for the English library associations adds to the interest of what might be an exceedingly dry subject but which, in the author's treatment, is anything but that. The philosophy of classification is never lost sight of and the fairness with which he treats the claims of the various systems is something exceedingly refreshing on the part of an English librarian on professional topics. He states that the origin of the essays was his own necessity. A serious reading of the book will prevent many another from being "plunged into complete bewilderment" in studying classification. A bibliography of the various systems of classification follows the discussion of each. His discussion of the Elements of notation very properly places the subject of notation in a subordinate position in relation to classification and gives the elements on which the value of such a notation, simplicity, brevity and expansibility, is founded. This volume is a valuable addition to professional library literature.

Library Schools

Atlanta library school

The eleventh annual session of the Library school, Carnegie library of Atlanta, opened September 27 with an enrollment of 11 students: Alabama, 2; Florida, 1; Kentucky, 1; Georgia, 6; Virginia, 1.

Four of the students have had previous experience in library work.

Alumni notes

Laura Hall, '12, has been appointed assistant librarian of the Agricultural and Mechanical college of Mississippi.

Mary Selden Yates, '15, has been appointed librarian of the State normal and industrial school, Fredericksburg, Va.

Nell Hendrick, '15, has been appointed secretary to the Library school, Carnegie library of Atlanta.

Ethel Pitcher, '10, formerly librarian of the Tyler public library, Tyler, Texas, was married September 4, 1915, to Dan P. Winder of Houston, Texas.

Grace Angier, '14, was married on September 14, 1915, to Henry Edwin Peeples of Atlanta.

Julia Anita Schilling, '15, has been appointed an assistant in the Carnegie library of Atlanta.

Fanny Turner, '11, has resigned her position as assistant in the Carnegie library of Atlanta, and will be married on October 19, 1915, to Dr. Guy Fleming Spearman of Atlanta.

TOMMIE DORA BARKER,
Director.

Cleveland training class for library work with children

The class of 1914-15 finished the year with 12 members. Nine students were appointed to the staff of the Cleveland library, as follows: Children's librarians, Maude Fowler, Helen Greenamy, Josephine McConnell, Joyce McMahon, Margaret Potter, Alice Smith, Laura Stealy; School librarians, Margaret Lyman, Clara Schafer. Anna Gibson was appointed head of the children's department, Public library, Gary, Ind., Cornelia Stroh, children's librarian, Public library, New York.

The class of 1915-16 opened Septem-

ber 14 with nine students. Seven of the number are library school graduates, one has had the training course given by the St. Louis public library, and one has had three years experience in library work, and special lectures on library science.

Three colleges and one normal school are represented, also four library schools, Pratt, Simmons, Wisconsin and Western Reserve. The 15 years of library experience, totaled by the class was gained in seven different libraries, St. Louis, Pratt, Cleveland, Kristiania, (Norway), Bath, (N. Y.), Oconto, (Wis.), Summit, (N. J.).

Carnegie library of Pittsburgh

Training school for children's librarians

The Training school opened for the fifteenth year on Wednesday morning, September 29. The Director made the opening address, and Miss Sarah B. Askew, assistant organizer of the New Jersey state library commission gave a series of three lectures September 29 and 30.

Twenty-eight junior students and five senior students have enrolled. One junior student and three senior students of former classes have returned to finish uncompleted work, making a total of 29 junior students and eight senior students. There are 14 states and 16 colleges and universities represented.

A reception was given at Students' house Friday, October 8, to meet the junior class.

Eight branch libraries of Carnegie library of Pittsburgh were visited by the junior class October 1-9 and a tour made of Carnegie institute. Beginning October 11, the junior students were scheduled for 15 hours of practice work a week at the children's rooms, schools division and home libraries of the Carnegie library of Pittsburgh.

Irma Endres Diescher, '16, has been appointed assistant children's librarian in the Homewood branch, Carnegie library of Pittsburgh.

Nora Hildegard Giele, '10, has been appointed children's librarian of the Public library, Superior, Wisconsin.

Elizabeth Nixon, '13, has resigned her position of children's librarian in the Public library, Pottsville, Pa., and has entered the Training school for Christian workers, Philadelphia, Pa.

M. Augusta Sewell Savage, '14, has resigned her position of children's librarian in the Public library, Superior, Wis., to accept a position in the children's department, Public library, Brooklyn, N. Y.

Carolyn Duncan Stevens, '16, has been appointed children's librarian of the Public library, Burlington, Iowa.

Jessie Edna Tompkins, '08, has been appointed assistant in the children's department of the Public library, Detroit, Mich.

Drexel institute library school association

Alumnae notes

Jeanne Griffin, '09, was compelled to give up her work in the reference department of the Detroit public library on account of ill health. Miss Griffin is now at her home in Niles, Mich., and is almost ready for new work.

Nina K. Preston, '03, librarian of the Public library, Ionia, Mich., has been granted a year's leave of absence that she may give her time to library visiting for the Michigan State library commission. Miss Preston gave three months' time to this work last spring with such results that the commission are anxious to continue it.

Daisy Mary Smith, '03, recently connected with the Ohio state library, is to be acting librarian at Ionia during Miss Preston's absence.

Flora B. Roberts, '09, librarian of the Free public library, Pottsville, Pa., had charge of a two weeks' course in advance cataloging at the summer school of the Indiana library commission in July.

University of Illinois

The University of Illinois library school began its twenty-third year of instruction on Wednesday, September 22, with an enrollment of 23 juniors and 16 seniors. Upon analysis it is found that the membership of the Library school during the present academic year, includes representatives from 16 states, the

numbers being distributed among the states as follows: Alabama, 2; Arkansas, 1; California, 2; Colorado, 1; Georgia, 1; Illinois, 12; Indiana, 4; Iowa, 2; Kansas, 1; Michigan, 2; Minnesota, 2; Missouri, 3; Ohio, 3; Pennsylvania, 1; South Dakota, 1; Texas, 1. Twenty-five universities and colleges are represented in this year's enrollment, the largest number coming from the University of Illinois.

The faculty remains unchanged with the exception of the position of reviser, which is filled this year by Miss Fanny W. Hill, B. L. S., 1915.

The members of the senior class entertained the junior class and faculty at a "getting acquainted" party on Wednesday evening, October 6, in the Woman's building, the evening's entertainment taking the form of a mock indoor track-meet.

Alumni notes

Norma Lee Peck, B. L. S., '15, has been appointed assistant in charge of children's work in the Davenport (Iowa) public library.

Margaret Henley, 1914-15, was employed during the summer as an assistant in the Department of history and archives in the Indiana state library, and resigned, October 1, to accept the position of assistant librarian at Coe college, Cedar Rapids, Iowa.

FRANCES SIMPSON.

Pratt institute

The class of 1916 began their two weeks preliminary practice work on September 13. Geographically the class is widely scattered, for beside nine from New York state and two from Wisconsin there is one representative from each of the following states,—Massachusetts, Connecticut, Pennsylvania, Delaware, Virginia, Mississippi, Texas, Michigan, Indiana, Illinois, Missouri, Iowa, Minnesota, and one each from Ontario and Switzerland. Thirteen of the class have been at college, three are graduates of normal schools, three of private schools, and seven have had only high school training. The colleges represented are Columbia university, Hunter college, Simmons college, Smith college, Wisconsin

sin, Valparaiso, and North Western universities, University of Minnesota, Iowa State college, and the Mississippi Industrial institute and college.

It is the most experienced class that we have had for some time; 18 of them having had library work before coming to us. The following libraries are represented by members of their staff: Brooklyn public library, New York public library, Chicago public library, St. Louis public library, Oshkosh public library, Enfield (Mass.) public library, Oil City public library, San Antonio public library, Valparaiso University library, and the library of Iowa State college, while nine other students have had summer practice work or substituting experience in various libraries. Six of the class have taught, six have had secretarial or business experience, and two have done settlement work, while only three report no experience other than school or college.

The Director was in attendance upon the conference of the New York State library association. Twenty-three of our graduates were present, and a reunion was arranged for Tuesday afternoon when 17 met around the tea table. The entire delegation could not be brought together at once as several did not arrive till late in the conference and others left early. Miss Marie Shedlock, the English storyteller, was the guest of honor, and she consented to have her name proposed as an honorary member of the Graduates' association of our library school.

The following extract from a letter received from a graduate of the class of 1915 now at work in the library at Copenhagen, seems to have more than a personal interest:

I am very thankful for the year spent in America and for the good training I got there. Yes, America is the land of the future and I am afraid that Europe before long will be that of the past. In America there are so many possibilities for development and progress, so much faith in life and man. Here in Europe we have forgotten to be enthusiastic about anything but war and plundering and murdering. Here in Denmark it is quiet, but nobody knows what day we are getting into the struggle,

too. I do not care to realize that the possibility is there.

Alumni notes

Marion P. Bolles, '11, has accepted a position in the children's room of the 58th Street branch of the New York public library.

Cards have been received announcing the approaching marriage of Norma S. Wright, '12, to Kenneth T. Sloper.

Ruth S. Hull, '15, has been made an assistant in the library of Clark university, Worcester, Mass.

In addition to those reported in July, the following appointments have been made in the class of 1915:

Ethel Brown has been made assistant librarian of the Y. M. C. A. library in Brooklyn.

Estelle M. Campbell has received a permanent appointment to the staff of the cataloging department of Columbia university.

Myra Buell has rejoined the staff of the St. Paul public library.

Inger Garde has been appointed to the staff of the Copenhagen public library.

Florence Griffith and Antoinette Van Cleef are cataloging in the reference-catalog division of the New York public library.

Janet E. Hileman has been made an assistant in one of the branches of the New York public library.

Edith McWilliams and Grace Morgan have taken positions in the catalog and reference departments of the Cincinnati public library.

JOSEPHINE ADAMS RATHBONE,
Vice-director.

New York public library

The School opened September 27, the Principal being present at the organization. Nineteen students began preliminary practice on September 13.

Students of 1915 not returning for the senior year are placed as follows:

Kathryn Arthur, substitute, Public library, East Orange, N. J.

Charlotte Best, assistant, Public library, Seattle, Wash.

Marjorie Burbank, cataloger, Circulation department, New York public library.

May V. Crenshaw, acting librarian, Carnegie library, Paducah, Kentucky.

Pauline Field, first assistant, reference department, Public library, Minneapolis, Minn.

Edna B. Gearhart, cataloger, Documents division, New York public library.

Irma Gerow, assistant, Jackson Square branch, New York public library.

Irene J. Gibson, assistant librarian, Public library, Little Rock, Ark.

Margaret Jackson, editor *Book Review Digest*, White Plains, N. Y.

Clara A. Larson, cataloger, library of Minnesota university, Minneapolis.

Charlotte Matson, assistant, Technology department, Public library, Minneapolis, Minn.

Charles V. Park, chief of loan department, library of Leland Stanford university, Palo Alto, Cal.

Annette M. Reynaud, assistant, Public library, East Orange, N. J.

Irene E. Smith, cataloger, State Agricultural college, Ames, Iowa.

Walter R. Spofford, librarian, University club, Chicago, Ill.

Augusta M. Starr, first assistant, circulation department, Public library, Minneapolis, Minn.

Esther F. Tucker, assistant, Public library, Portland, Ore.

Dorothy G. Hoyt (1914) was married September, 1915, to Graham Brush of New York.

Ralph Gossage, a part-time student, and assistant in New York public library, has resigned to join the Canadian troops, departing this month for England.

Frederick C. Goodell, '14, has resigned his position in New York public library to enter the real estate business in Detroit.

The bibliography on "Political parties in the United States," offered by Alta B. Clafin for graduation in 1914, has been published in the September, 1915, number of the *Bulletin* of New York public library. That of Miss Florence Foshay, 1915, on "Twentieth century drama," has been published by the Boston Book Co. in its *Bulletins of Bibliography*. The school has "separates" of these, which will be sold at cost.

Samuel Seng, a student from Wuchang, China, has been attending student conferences at Northfield, Mass., and Middletown, Conn., and taking a course in work with boys at Silver Bay, N. Y. In addition to his senior work, he will take lectures at Columbia university this year.

Two changes in the arrangement of the curriculum have been made, viz., the scheduling of classification and subject-headings in the same term, and the placing of the English and American fiction course in the first term. Practice hours for the juniors through the first and second terms have been changed to Monday afternoons, half past two to six o'clock, and Tuesday mornings, nine to twelve.

MARY W. PLUMMER,
Principal.

New York state library

Fifty-five students, the largest registration in the history of the school, are entered for the school year beginning October 6. Seventeen are seniors and 38 juniors. They come from 17 states and Norway. The bachelor's degrees were granted by 35 colleges and universities, and 39 of the students have had library experience aside from the practice work of the course. An unusually large number of promising candidates could not be admitted on account of lack of room. Several of these are already applicants for admission in 1916.

Nearly 40 former students attended the meeting of the New York library association at Haines Falls, September 27-October 2.

Mr and Mrs Wyer were hosts to the faculty and students at an informal reception held in the senior lecture room of the school on the evening of October 9. President and Mrs John H. Finley and several former students resident in Albany were also present.

F. K. WALTER.

Simmons college

By a recent act of the Corporation, the division of the college into schools has been restored, and the heads of the schools are to have the title of director. Consequently what has been known for the last few years as the Department of library science is now again the Library school.

The name of the college, by the way, has recently been legally changed to Simmons College, which has always been its popular name, though formerly it was

burdened by the official title of Simmons Female College.

College reopened on September 20.

In the Library school the registration is now 117, but that includes the freshmen, whose work for the first year is wholly academic. Seniors number 21, and the one-year course is unusually large, with 22 members, most of whom have had previous library experience. All the seniors and many of the students in the junior class gained experience in public libraries during the summer.

Colleges represented by graduates are: Acadia university, Nova Scotia; University of Arkansas; Mt. Holyoke; University of North Dakota; University of Rochester; Smith; Vassar; Wellesley.

Several other institutions are represented by students transferring with advanced standing to Simmons to complete their college work.

Very little change has been made in the curriculum, the only new course which has been added being one on the government of states and cities, which the history department is giving to the seniors. History of libraries has been transferred from the second to the first semester, and book selection from the first to the second. Miss Blunt will carry the major part of the reference courses this year, and Miss Donnelly the classification, except the Cutter classification, which Miss Sargent will give as usual. In February, Miss Willard, of the Carnegie library of Pittsburgh, will spend a week at the college, lecturing on reference work.

So many opportunities for outside practice work are opening up, that it is difficult to decide on the best plan for utilizing them.

This year several of the other departments offered summer courses, so there were over 200 in attendance, including both men and women. This enriched the opportunities open to those enrolled in the library class, as they were privileged to visit other courses if they had time and inclination.

There were 25 in the library class.

The summer class closed on August 14, and certificates for the complete gen-

eral course have been granted to 13 members of the class, while a number of other students received them for the special courses which they pursued, seven being bestowed for the completion of the course in children's work.

Beside the lecturers announced in the summer school bulletin, the class was fortunate in hearing Miss Mary E. Hall, on "High school libraries," Miss Anna C. Tyler on "Story-telling," and A. L. Bailey on "Binding books for library use."

Among the appointments made in the summer are the following:

Harriet Ames, '15, assistant, Brooklyn public library.

Edith Ashmore, '07-08, librarian, Y. M. C. A. college, Chicago.

Louise Delano, '15, assistant, Brooklyn public library.

Madeline Junkins, '14-15, assistant U. S. Bureau of plant industry.

Elizabeth Putnam, '11, cataloger, N. Y. public library.

Marie Randall, '14, cataloger, U. S. Government printing office.

Lois Rankinn, '14-15, branch librarian, Kalamazoo public library.

Madge Trow, '12, assistant, Wellesley College library.

Ethel Turner, assistant, Amherst Agricultural library.

Katherine Warren, '14, cataloger, N. Y. public library.

Beatrice Welling, '14-15, cataloger, University of Chicago library.

Mildred Whittemore, '14-15, assistant, Mass. Institute of Technology library.

The announcement has been received of the marriage of Mary Curtis, 1910, to Herbert Parkman Kendall, on June 22.

Alice Rowe, Wellesley, who carried part of the one-year program last year, is completing it this year, and at the same time is on the staff of the Social Service library.

JUNE RICHARDSON DONNELLY,
Director.

Syracuse university

The library school began the year's session on Tuesday, September 21, with an entering class of 38. Of this number 12 are from Syracuse; from other towns in New York state, 16; from towns outside New York state, 10.

Alumnae notes

Julia Clush, '13, and Ida Swart, '14, have been appointed to assistantships in the department of agriculture, Washington, D. C.

Ruth Wright Judd, '15, is head cataloger in the Silas Bronson memorial library, Waterbury, Conn.

Anna Carpenter, '15, is general assistant in the library of the Agricultural college, East Lansing, Michigan.

Elizabeth French, '15, is assistant in the cataloging department of the Syracuse university library.

E. E. SPERRY, Director.

Western Reserve university

The school year began September 21 with brief opening exercises participated in by President Thwing, Miss Eastman and the director. The class of 1916 comprises 26 regular students and one special. The regular students represent nine states or provinces, as follows: Ohio, 12 (6 of these from Cleveland); Ontario, 1; Massachusetts, 1; New York, 1; Pennsylvania, 3; Illinois, 2; Iowa, 2; Nebraska, 1; Washington, 3.

The first visiting lecturer of the year was Matthew S. Dudgeon, secretary of the Wisconsin library commission, on September 27, who talked of the work of the Wisconsin library commission, especially the field work. The students had opportunity to meet Mr Dudgeon socially after his lecture. Miss Bertha Barden, '09, and for five years an instructor in the school, now instructor of the Training class in the St. Paul public library, spoke on her work, giving a most interesting account of the fire which destroyed that library and the problem which had to be met promptly and with ingenuity in rehabilitating it. William Warner Bishop, librarian of the University of Michigan library, visited the school en route to Columbus to the meeting of the O. L. A., and talked briefly on some features of his former work as superintendent of the reading room of the Library of Congress.

The meeting of the Ohio library association at Columbus was attended by the giving a paper on "The library and social

welfare." A reunion of graduates of the W. R. L. S. brought together a group of 18 at a very delightful luncheon arranged by two of the graduates living in Columbus, Miss Alice Morris and Miss Mildred Van Schoick.

Mrs Julia S. Harron, editor for the Cleveland public library, gave the lecture in the Book selection course on "Book annotation and criticism during the Director's absence in Columbus.

Alumni news

Helen J. Stearns, '05, has resigned her position as librarian of the Minnesota public library commission to take charge of the Traveling library and stations work of the library of Hawaii at Honolulu, and sailed for the Island October 6.

Hortense Foglesong, '05, died after an extended illness of tuberculosis at her home in the east, August 21, 1915. Miss Foglesong was born and educated in Dayton, Ohio. Her first library work was special cataloging in the field of technology. Later she became assistant librarian in the college library at Marietta, Ohio, and subsequently went east for special work at Simmons college. She had a good knowledge of several languages and possessed exceptional literary gifts.

Two members of the class of '10, and who were also on the Cleveland public library staff, were married in October: Constance S. Calkins to Henry Stiles Curtiss of Cleveland, and Louise B. Myers to George A. Myers of Cleveland.

Rose E. DeMoss, '15, assistant in the Public library of Bellingham, Wash., has been appointed librarian of the Collinwood branch of the Cleveland public library.

ALICE S. TYLER,
Director.

University of Wisconsin

The tenth year of the Wisconsin library school opened September 22, with faculty unchanged. Slight readjustments have been made in the courses, the work in subject headings being taught with classification. Tests in typewriting were given during the first week and eleven who could not meet the require-

ments will take special outside instruction.

Special lectures have included a delightful talk on "How a book of travel is written," by Harry Franck, author of *A vagabond journey around the world*. Mr Franck described his experiences on his recent trip to South America and answered many questions. Prof E. H. Gardner of the University, author of *Effective business letters*, spoke to the class on Business letter-writing. Two lectures on Story-telling were given by Mrs Thorne-Thomsen, who is on the staff of lecturers appearing annually before the school. The faculty gave a "mixer" for the class of 1916 on September 23, affording opportunity for the new students to become acquainted.

A summary of the registration of the class of 1916 shows that nine states and Canada are represented by 34 students as follows: 16 from Wisconsin, four from Minnesota, three from Indiana, two each from Canada, Illinois, Michigan and Missouri, and one each from Iowa, Kentucky and Pennsylvania.

Eleven of the class are college graduates, three are taking the joint course with the College of letters and science, one, the Legislative reference course, and six have had one or two years of college work, making 21 with the college point of view. The colleges represented by graduates are University of Wisconsin with five graduates and the following with one each: University of Alberta (Canada), University of Indiana, Lawrence college, Milwaukee-Downer, Ohio Wesleyan, and Wellesley. One has a master's degree and another will receive it upon the completion of the library school credits.

Seventeen enter with one or more years of library experience, as follows: 11 with one year; four with respectively two, three, four and five years of experience, and two with six years. Seven served an apprenticeship varying from three to six months, and the others met the extra entrance requirements of the school by a term of apprenticeship in an accredited library.

Alumni notes

Ada J. McCarthy, '07, for the past six years librarian of the Stephenson library, Marinette, Wis., will take charge of the Library Supplies Department, Democrat Printing Company, Madison, Wis.

Marjorie G. Strong, '10, who was assistant in the Wisconsin legislative reference library during the session of 1915, began her new work Aug. 1 as librarian of the Alexander Hamilton institute, New York City.

Della McGregor, '11, has leave of absence from her position as first assistant in the children's department of the St. Paul (Minn.) public library to attend the Training school for children's librarians, Pittsburgh.

Lois A. Spencer, '11, succeeds Miss Borsen as field librarian for the South Dakota library commission, Pierre.

Marion E. Potts, '12, has received appointment as librarian of the College of industrial arts, Denton, Texas.

Dorothy B. Ely, '13, has been elected to a position in the children's department, Minneapolis (Minn.) public library, resigning her position as librarian in the North Manchester (Ind.) public library. Else Wigginton, summer session, 1912, succeeds her.

Valeria Easton, '14, has accepted a position in the library of the University of Missouri. She was formerly in the Detroit public library.

Esther Friedel, '14, who took the training course in children's work Pittsburgh last year, was appointed children's librarian in the Allegheny (Pa.) public library, Sept. 1.

Doris M. Hanson, '14, for the past year acting librarian of a branch in the Birmingham (Ala.) public library, has been chosen librarian of the Tyler (Texas) public library.

Alma B. Jacobus, '14, has the position of librarian for the editorial office of the *Milwaukee Journal*.

May C. Lewis, '14, was elected children's librarian of the Oshkosh (Wis.) public library, July 1.

Callie Wieder, '14, began her new duties as librarian of the Fond du Lac (Wis.) public library Aug. 19. Miss Wieder is succeeded at Stanley by Lucile Nichols, summer session, '15.

Mabel Graham, ex-15, was married in September to Arthur Hernlem.

C. K. Morison, ex-15 (Legislative Reference course), has joined a Canadian regiment army corp, for service at the front.

Additional appointments—class of 1915: Rachel Angvick, desk and reference assistant, Grinnell college, Iowa.

Marion V. Baker, High school librarian, Rochester, Minn.

Eileen Duggan, librarian, Clarinda (Iowa) public library.

Ethel E. Else, cataloger, Madison (Wis.) public library.

Bergljot Gundersen, member, training class

for children's librarians, Cleveland public library.

Rumana McManis, assistant, Council Bluffs (Ia.) public library.

Clara E. Shadall, assistant in charge of stations, Davenport (Ia.) public library.

Summer school

The summer library school held at the Massachusetts agricultural college is reported to have been extremely interesting and helpful. The instructors and lecturers were all of first rank and the students had a most profitable season. Prof H. R. P. Utter, English department of Amherst college, gave five lectures on Rural literature, beginning with descriptions of writings of ancient agricultural writers: Columella, Hesiod and others coming down through the centuries, emphasizing Wordsworth, Defoe, Thoreau, Burroughs, and others.

Miss J. Maude Campbell, of the Public library commission, of Massachusetts, gave two lectures on The library and the foreign population and Opportunities for social service. Her strong personality and delightful way of dealing with these important problems were thoroughly enjoyed.

Miss Alice Shephard, of the Public library, Springfield, Mass., gave two lectures. The Librarian's outlook was especially interesting and an inspiration. Her advice to keep fit in mind and body and become better acquainted with the classics in literature, to have a broader outlook in one's community and to know more of the people, their interests and welfare, was most inspiring.

In the technical work, there were lectures and demonstrations given by Miss Chandler in classification and cataloging, etc., and Miss Bridge on book binding and repair work.

In addition, there were lectures by Prof Morgan on The library and its place in the community, Miss Farrar on The collection of local history material in town libraries.

There were seventeen full time registrations and eight part time registrations in addition to several occasional visitors. The expenses of four of the full time students were paid for by the Free public library commission, Massachusetts.

News from the Field

East

Eugenia M. Henry, B. L. S., N. Y. State, '06, has resigned the librarianship of the Public library of Attleboro, Mass., which she has held since August, 1907, to become assistant librarian at Wesleyan University library.

Margaret Louise Bateman, children's librarian of the City library, Manchester, N. H., has resigned her position to join the staff of Ginn & Company, Boston. Jennie M. Read, for five years first assistant in the children's department of the City library, Springfield, Mass., has been appointed her successor.

The annual report of the Public library of Manchester, N. H., records a total circulation of 110,690 v. with 9,865 borrowers. Receipts, \$20,610; expenditures, \$16,182. A new branch was opened during the year. The library moved into its new building November, 1914.

The public library of Malden, Mass., will construct an addition to the present library at a cost of \$22,000. The idea is to make a children's department with a separate entrance of its own, entirely separate from the main library, except as its rooms are connected with and adjoining the main library. The room will be conveniently arranged for the work that is to be taken care of and will accommodate about 5,000 books. The second story of the extension will be used as an art gallery.

The annual report of the Silas Bronson library, Waterbury, Conn., of which Helen Sperry is librarian gives the accessions, 6,155; discards, 3,570; number of volumes, 96,977; circulation, 293,656 v., a gain of 36,535 over the year 1913. Included in this total were 115,032 v. distributed through outside agencies.

The receipts were \$26,624; maintenance expenses, \$25,854, including \$4,690 for books, \$605 for periodicals, \$1,568 for binding, and \$12,736 for staff salaries. In addition \$1,142 was spent on the installment of an automatic sprinkler for fire protection, making total expenditures \$27,106.

Central Atlantic

John Edmands, librarian emeritus of the Mercantile library, Philadelphia, died in that city October 17, age 95 years. Mr Edmands celebrated his ninety-fourth birthday last year in fairly good health, walking to and from his office every day. Mr Edmands was formerly librarian of Yale university and was made librarian of the Mercantile university library, when it had a collection of 13,000 v. and watched it grow to over 300,000 v.

The annual report of the James Prendergast library, Jamestown, N. Y., records an increased interest and circulation of books for the year and finds reasons therefor, in the number of unemployed and the general interest in the European war, a local interest in questions of business, building and industrial efficiency and addition of books for foreign languages. From the 27,406 v. on the shelves, there was a circulation of 82,262 v. There are nearly 9,000 card holders.

A recent announcement by the Metropolitan museum of art in New York city states that its library has now 29,000 v. conducted solely as a reference library. Its large collection of photographs has been made into sets numbering 40 to 50 each for lending to libraries. More than 400 persons borrowed from the collection of 15,000 lantern slides. These were used by classes, schools, social workers and Sunday schools. Department stores used these slides to illustrate the history of costumes, the making of lace or tapestry and they have been shown to groups of persons interested.

The annual report of the Public library of the District of Columbia shows an increase in home circulation of 89,364 v.; the lending of 100,000 mounted pictures. The appropriations for the year increased 11 per cent.; the number of employees increased 8½ per cent. and the work increased 12½ per cent. There are 160 different agencies used serving the people. Number of card holders, 47,196—these exclude the large number of children who took books from the school

without cards. Parcel post has been used to a large extent in the exchange of books. A beginning of a collection of books in Scandinavian languages was made. The report emphasizes the severe handicap under which the library struggles by reason of the lack of funds and the rapid increase in its work, although the number of employees and appropriations are at a standstill.

The nineteenth annual report of the Carnegie library of Pittsburg includes only 11 months, the change having been made so that the library year will coincide with the fiscal year used by the city. There are 268 agencies for the distribution of home reading in operation. These include, besides the central library, eight branches, 49 adult stations, the library for the blind, two children's libraries, four permanent and 22 summer playgrounds, 116 schools and 65 home libraries and clubs. The number of volumes in the library, 433,547; the number of volumes in the loaning collection, 300,432; total circulation, 1,351,731; the number of borrowers' cards in force, 109,625; total number of books and magazines circulated and used in reading rooms, 2,762,022. There were about 400 more visitors to the library building daily than the previous year. The most noticeable feature of the year was the increased use of the reference rooms throughout the city. The growth in this has been widely spread—almost every branch of the work showing a decided monthly gain during the year.

Central

Ruth E. Browne, Pratt, 09, has been made librarian of the Public library at Knoxville, Iowa.

Flora Dorothy Hurlbert, Illinois, B. L. S., '00, has accepted the librarianship of the Carnegie library of Hibbing, Minnesota.

Cleveland medical library has received a gift of \$200,000 by the will of Dr Dudley P. Allen of Cleveland. Dr Allen founded the library.

Irene Warren, librarian of the School of education, University of Chicago since

its founding, has resigned her position. Miss Warren will spend the winter on the Pacific Coast in rest and study.

Mary E. Morton, Pratt '12, who has been cataloging in the Seattle public library for two years, accepted the position of cataloger at the Kansas state library at Topeka, Kansas.

Mrs Mary G. Spencer, state librarian of Michigan, has received the honorary degree of master of pedagogy from the State normal college of Ypsilanti, in recognition of her educational work. For the last 20 years Mrs Spencer has been head of the state library.

Miss Ruth McCollough, N. Y. S. '15, late of the staff of the public library of Evansville, Ind., has been appointed librarian of the Public library at Hancock, Mich. She succeeds Mrs Elsie Martin who resigned to become librarian of the Minnesota Agricultural college.

Viola C. Fraser, Illinois, '10-12, resigned her position as loan desk assistant at the University of Illinois library and was married November 2 to Dr. L. B. Vaughn at Downer's Grove, Ill. Dr and Mrs Vaughn will live at Hurley, S. D.

Joseph L. Wheeler (Brown, '06) B. L. S., N. Y. S. '09, has been elected librarian of the Reuben McMillan library of Youngstown, Ohio. Mr Wheeler was connected with the Public library of Washington, D. C., 1909-11, was librarian of Public library, Jacksonville, Fla., 1911-12, and assistant librarian of Public library, Los Angeles, 1912-15.

The Chicago public library has arranged a course of study for the employees of the library, more than 200 of whom have voluntarily enrolled for the work. Morning lectures on technical subjects will be presented; evening lectures will be of cultural nature—historical and literary. Nearly all of the employees have enrolled in one or the other of the courses.

Charles Eckhart, of Auburn, Ind., died September 30, following a stroke of apoplexy. Mr Eckhart will be remembered for many philanthropic gifts to

his home city, among which was a beautiful library, fully equipped with books and furnished in the best and most up-to-date manner. An endowment to meet the expenses of the library was also a gift from him.

The annual report of the Public library at Grand Rapids, Mich., records a year of substantial increase in the library's activities throughout the seven branch libraries in the numerous school buildings and in the Ryerson building. A substantial increase in the funds of the library is expected for the coming year. The library receives 893 periodicals. There are 147,651 v. on the shelves. The number of card holders 25,467, of which 13,000 have been issued to children. Books issued for home use were about 416,314. The expenditures for the year were \$53,748.

The Iowa library commission had a room 25x30 feet in size assigned to them at the Iowa state fair. It was fitted up and put in order by the state fair authorities for a library room during the fair. Ferns and goldfish were loaned by a local dealer, a Victrola by another, the shelves were filled with books from the traveling libraries, and framed pictures were from the collection of American artists. Placards announcing the work the commission was doing for the various communities of Iowa added interest to the surroundings. The rooms were crowded all day long and much interest was generated in the use of books.

The annual report for 1914 of the John Crerar library records the enlarging of its quarters by the addition of nearly 600 feet of floor space. The number of visitors recorded for the year is 160,380. The use of the Senn room records an increased use of 42%. The use of periodicals reached 18,765. There was a decrease in the number of admissions to the stacks. The total use of the library is estimated at 585,000 books and pamphlets. Of these, applied science reached 60,425—the largest number—and natural science, 12,546; 1.19 % of the calls were unsupplied. Of these, 0.46% were un-

avoidable. The effect of the war on the receipt of foreign material has been felt. Many of the foreign orders have been cancelled and the receipt of foreign material been greatly lessened. More than 16,000 volumes were added of which 12,615 were purchased. Number of volumes in the library, 337,138; number of pamphlets, 112,000; maps and plates, 8,625; 3,306 periodicals received currently.

The report of the University of Chicago for the year 1913-14 records the total stack capacity as 580,000 v., including the open shelves, but exclusive of the newspaper stacks. The number of books in Harper library is 265,310; in the entire system of libraries, there are 431,544 v. There are, in addition, collections of unaccessioned material amounting approximately to 120,000.

A committee has been appointed to devise some means to remedy the evils brought about by the unrestricted development of the departmental libraries. About 32.6 of the books are under the new classification, which is proceeding steadily.

The number of readers in the Harper Memorial building were 290,874; in the School of education, 156,736.

The experiment of furnishing loan libraries in connection with certain courses of instruction has proved such a success that the system will likely be extended. It has greatly lessened the difficulties in connection with the reserve books.

Because of the large number of students and the quarter system, it has been found difficult to give systematic instruction in the use of books. A general lecture was given the first year students at the beginning of the autumn quarter by the associate director. It is planned to have small groups of students conducted through the library, to whom will be given explanations of the catalog, reference books, dictionaries and the like.

South

W. N. Daniels, New York, '13, has been appointed librarian of the Agricul-

tural and Mechanical college of Texas.

Mrs Cassandra U. Warren, Drexel '09, has been appointed supervisor of branches and principal of the apprentice class of the Public library of Kansas City, Mo.

Grace Barnes, assistant librarian and cataloger of the Mississippi Agricultural and Mechanical College library has returned to the University of Illinois library school to complete her course. Laura Hall, Atlanta '12, succeeds Miss Barnes.

Katharine H. Wooten, formerly librarian of Carnegie library of Atlanta, Georgia, has been appointed on the staff of the library of Smithsonian Institution, Washington, D. C. She began her work October 1.

In the campaign for the election of commissioner in the city of Birmingham, two of the candidates for a place on the commission have announced in their platform that they will give every possible support to the library of that city.

The Georgia library commission has been reappointed, as follows: Mrs John King Ottley, Atlanta; Miss Tommie Dora Barker, Atlanta; Mrs Maud Barker Cobb, state librarian; R. P. Brooks, University of Georgia; Otis Ashmore, superintendent of schools, Savannah.

The annual report of the Carnegie library of Nashville, Tenn., for 1914, records a total circulation of 180,117 v., with 71,210 books on the shelves. The municipal appropriation was cut down from \$22,000 for the previous year, to \$17,000, owing to city financial conditions.

The annual report of the Public library of Birmingham, Ala., for the year ended September 30, 1915, records a circulation of 280,670 volumes, a gain of 56% over that of the previous year. The number of borrowers' cards now in force is 27,588, about 25% of the total white population of the city. There are 47,238 volumes in the library, including

2,700 deposited with the library but not owned by it. The income for the year from all sources was \$20,505.

October 1 was generally observed throughout the schools of Tennessee as library day. The value and pleasure of the library was presented in programs and an effort made to raise money for books. The state board of education of Tennessee supplements all subscriptions by schools with an equal amount so that much enthusiasm was engendered towards making it a success.

The report of the Public library of Nashville, Tenn., records a circulation of 180,117 v.; 24,407 cardholders with 71,210 v. on the shelves. A very successful story hour was carried on during the year, as well as a course of lectures by President G. H. Baskett of the library board and members of the faculty of Vanderbilt university. The work of the library increased during the year, although the appropriation was cut \$5,000.

West

Ruth E. Thompson, B. L. S., N. Y. State, '15, has been placed in charge of the Extension department of the Denver public library.

Through annexation the South Omaha public library has been placed under the management of the Board of directors of the Omaha public library.

South Omaha was a city with a population of 34,000, having a \$50,000 Carnegie library which will now be operated as a branch of the Omaha public library.

Florence Waugh, who has had charge of the libraries in the Nebraska state institutions for four years, has resigned and was married in October to Grant Humphrey, of Ocean Springs, Miss. Miss Nellie Williams, librarian of the Public library at Geneva, Nebraska, has been appointed to succeed Miss Waugh.

Pacific Coast

Hilda M. Lancefield, N. Y. State, '14-'15, is occupied with temporary work at the Portland, Ore., library association.

The Hollywood branch of the Los Angeles public library has opened a deposit station in the hotel of the place for the benefit of the tourist visitors, much to the satisfaction and pleasure of the latter.

The Los Angeles public library board has selected from a number of competitive plans submitted by local architects, the design of Lester H. Hibbard for the \$30,000 East Los Angeles branch library.

Miss Maud Macpherson, for a long time connected with the State library at Washington and who substituted the past year for Miss Cornelia Marvin during her leave of absence, has been appointed librarian of the Public library at Boise, Idaho. She will begin her work January 1.

Cecile A. Watson, Pratt, 1913-14, has accepted the position as children's librarian of the Queen Anne branch of the Seattle public library, beginning August, 1915.

Charlotte Stuart Best, who was granted leave of absence to attend the library school of the New York public library, returned to the Seattle public library to accept a position in the catalog department September 1, 1915.

Mrs Harriet L. Carstensen, A. M. Penn college and a graduate of the University of Washington library course, 1915, was appointed assistant in the circulation department of the Seattle public library, June 1, 1915.

Edith E. Hile, A. B., University of Washington, 1914, and a graduate of the library course of the same university, 1915, began work September 1, 1915, as assistant in the circulation department of the Seattle public library.

Florence Hovey, assistant in the Ballard branch, Seattle public library, has been granted leave of absence to attend the Training school for children's librarians, Pittsburgh, 1915-16.

Ellen F. Howe, A. B. University of Washington, 1911 and a graduate of the University of Washington library course

1915, has been assistant in the schools division of the Seattle public library since June 1, 1915.

Elsie W. McLucas, a graduate of the training class of the Library association, Portland, Oregon, has been appointed assistant in the Ballard branch of the Seattle public library, beginning September, 1915.

Ethel Bowers, Hazel Erchinger and Marion K. Wallace, members of the staff of the Public library of Tacoma, Wash., have been granted leave of absence to attend library schools in various parts of the country. Ruth Harper and Emily J. Caskey have resigned to be married. Alice Stoeltzing, Wellesly, '14; Pittsburg '15, has been appointed children's librarian in the main building. Virginia Slagle, Smith '13; Pittsburg '15, has been appointed in charge of the schools division. F. Piercie Donald and Gertrude Mills have also joined the staff.

The Library board of Tacoma is co-operating with the Social service board and the Department of public safety regarding the possible development of reading rooms after January 1, 1916, as a substitute for the saloon at that time when prohibition takes place. Another agreement between the School board and the Library board of Tacoma gives the Library board a joint jurisdiction over the high school libraries and town ownership of all high school library books in Tacoma. The staff of the Public library reclassified and recataloged the libraries of two high schools during the summer.

The report of the Public library of Los Angeles states that the more central location of the library is a large feature in the increased use of the library—about 30 per cent. In the new quarters, the sociology, industrial, art and music departments—all on the ninth floor—do an immense amount of reference work as well as circulate books. The public seem to like the innovation of finding the circulating and reference books and current periodicals in one department as it saves the trouble of going to three places in case they want to consult all the resources

of the library on any subject. The work in the branches shows a gain of 12½ per cent in circulation. Most of the branches of the Los Angeles library are in store rooms. The idea is to have regular branch buildings, but this is moving slowly. There has been a remarkable increase in the number of deposit stations and in the books circulated from them. Number of volumes in library, 247,523; borrowers registered, 91,150; circulation main library, 882,288; branches, 805,155; playground, 71,981; deposit stations, 104,323; decrease of 2.3 per cent in the use of fiction in one year; total receipts, \$184,112; total expenditures, \$180,228; expenditures for salaries, \$94,090; expenditures for books, periodicals and binding, \$37,725.

Canada

The Public Library of Toronto has given to the Red Cross Society a fully equipped field ambulance which by the time this notice appears will have arrived at the front. It bears the legend "Toronto Public Library" which may be unique in origin among the ambulances. The library also is establishing a branch among the soldiers in training for the winter months in Toronto. This will be known as the Military Camp branch. There are about 25,000 soldiers encamped in Ontario, the largest camp being in Toronto. The Public library has already distributed 2,000 books among the smaller camps.

Wanted

Experienced cataloger, one trained in use of L. C. cards preferred; also, general assistant with knowledge of stenography. Experience in Central west libraries desirable. Address L. Smith, 632 N. Dearborn St., Chicago.

Wanted, Situation by young married man, age 29, having 15 years practical experience in handling library orders in all branches for one of the largest book stores in the middle west. Can furnish best references. Address "H," care R. Bergsvick, 3650 North Lawndale Ave., Chicago, Ill.